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ABSTRACT

This curriculum guide supplements the Alabama "Health Education Course of Study," which offers a comprehensive planned sequential curriculum for grades K-12. The largest section of the guide consists of classroom activities which are tied to specific student outcomes. A list of materials needed to carry out the activities is provided. The activities are organized into units, each of which begins with "notes to the teacher" that identify topics covered in the unit and convey information important for carrying out the activities. A list of "outcomes" summarizes the requirements from the Alabama "Health Education Course of Study" and provides guidance for additional activities which may need to be written. The final section contains teaching materials which are referenced in the activities and are essential to implementing the activities. Specific topics are: Interacting with Others; Making Healthy Decisions about Medicines and Controlled Substances; Caring for a Growing Body; and Keeping a Healthy Body. (JD)

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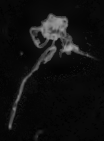

INTRODUCTION

The Health Curriculum Guides consist of ten documents, one for each grade K-8 and one for the required high school course (one-half unit). The purpose of these curriculum guides is to help classroom teachers implement the Health Education Course of Study (Bulletin 1988, No. 25).

The Health Curriculum Guides are supplemental in nature; activities do not cover topics in an exhaustive manner. Consequently, teachers can most effectively use the guides by choosing activities that supplement a locally-planned health program and locally-chosen textbooks. When the curriculum guides are used in this manner, activities may be used in an order that matches the locally-developed health scope and sequence.

The Health Curriculum Guides may also serve as a basic program for Local Education Agencies (LEAs) in the absence of a locally-developed health curriculum. Although topics are not covered in a comprehensive manner, the curriculum guides do provide instructional activities for all topics named in the Health Education Course of Study, and the activities have been arranged in a logical sequence from the first to the last page. It is hoped that the Health Curriculum Guides will serve as a springboard for local curriculum activities in health, which include at least the following:

- developing a local health curriculum K-12,
- acquiring needed resource materials, and
- writing additional activities in areas of greatest need.

The Health Curriculum Guides are divided into sections. Each guide begins with a TABLE OF CONTENTS that lists topics to be taught, provides descriptive labels for each activity, and specifies page number(s) on which the activity may be found. The TABLE OF CONTENTS enables teachers to identify easily those activities that supplement topics covered in locally-designed programs. The second and largest section of the guide consists of classroom ACTIVITIES. All activities are tied to specifically-identified student outcomes and a list of materials needed to carry out the activities is provided.

Activities are organized into Units identified by Roman numerals in the Table of Contents. Each Unit begins with NOTES TO THE TEACHER that identify topics covered in the Unit and convey information important for carrying out the activities.

A third section of the guide contains a list of all OUTCOMES for the grade level and any APPENDICES. The OUTCOMES summarize requirements from the Health Education Course of Study and provide guidance for those LEAs in which additional activities need to be written.

The fourth section of each guide is called the TEACHING MATERIALS SECTION. This section contains materials which are referenced in the activities and are essential to implementing the activities. Many of the teaching materials are handouts or diagrams that will need to be made into transparencies or duplicated for students. Consequently, the materials in the fourth section are printed on one side only to facilitate copying.

ACKNOWLEDGMENTS

When the State Board of Education passed a resolution on November 12, 1987, requiring AIDS instruction to become part of comprehensive health education by the 1988-89 school year, it was clear that some priorities in the Department of Education would change.

Responsibility for implementing the resolution was assigned to the Division of Student Instructional Services and personnel were instructed to do what was required to meet the timelines. Writing the Health Curriculum Guides was the prerequisite activity for complying with the State Board mandate, and the timelines dictated that the sixteen-month period usually designated for such a project be compressed into four months.

The timelines could not have been met without the following major contributions:

1. Our partners in Local Education Agencies (LEAs) and Institutions of Higher Education (IHEs) volunteered human resources to help accomplish the task.
2. Most personnel in the Division of Student Instructional Services put their assigned duties aside, learned to do new tasks, and worked exclusively on the Health Curriculum Guides for several months, including evenings, weekends, and holidays.
3. Other personnel in the Division of Student Instructional Services made necessary adjustments and sacrifices to assume responsibility for programs and assignments of their co-workers while continuing to perform their usual duties.

Approximately 150 educators have contributed directly to the Health Curriculum Guides. We express our appreciation for draft writing done by selected personnel in the following LEAs:

Birmingham City Schools
Cullman City Schools
Huntsville City Schools
Jefferson County Schools
Vestavia Hills City Schools

The following IHEs assisted us by providing current or retired health educators who served as readers or whose students in the areas of curriculum and health wrote health-related activities:

University of Montevallo
Troy State University - Dothan
Troy State University - Montgomery
University of Alabama

A debt of gratitude is owed personnel in the Alabama Department of Public Health for their role in verifying the technical accuracy of the Health Curriculum Guides.

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HEALTH - 4

INTERACTING WITH OTHERS

NOTES TO THE TEACHER

Students in the fourth grade are learning to cope more adequately with others in their world; to identify, analyze, and find solutions to problems; and to recognize adults, other than parents, who can assist them. Therefore, the emphasis in this grade is on making responsible decisions and taking responsible actions. Emotionally, students at grade four assume more self-direction and enjoy the challenge of accomplishing certain tasks. Competition with others is important to students of this age, but they willingly cooperate to achieve group goals. They continue to be accident prone.

Activities in the Interacting with Others Unit cover three topics:

1. Peers
2. Problems, Solutions, and Consequences
3. Helpful Adults

Some activities actually represent a unit within the Unit. Select those activities most appropriate to the maturity level of students, or adapt, modify, and/or expand activities as deemed necessary for effective instruction.

HEALTH - 4
INTERACTING WITH OTHERS

TOPIC: PEERS

OUTCOME: 29. Generate a list of characteristics of friends; evaluate self and others in light of those characteristics; and devise a plan to enhance friendly relationships.

ACTIVITY 1 - OUTCOME 29

Materials:
- Overhead projector
- Two transparencies (one entitled "Characteristics of a Friend" and the other entitled "Ways to Make and Keep Friends")
- Transparency pens
- Two crayons or markers of different colors for each student

Have students generate a list of characteristics they want friends to have. Write the characteristics on the first transparency. Have students copy the list of characteristics on a sheet of paper. Next, have the students choose one of the two marker colors to represent themselves. Ask them to read through the characteristics and put a check mark on the left-hand side of all characteristics they have. Next, tell them to use the other color and put a check mark on the right-hand side of the characteristics their best friend has. (Students may add characteristics to the list.)

Use the second transparency to record ideas students generate about what they can do to enhance friendly relationships. Make sure students include being helpful, trustworthy, respectful, and appreciative of individual differences.

After the list is completed, have students choose the three most important things from the list that would improve relationships.

HEALTH - 4
INTERACTING WITH OTHERS

TOPIC: PEERS

OUTCOMES: 29. Generate a list of characteristics of friends; evaluate self and others in light of those characteristics; and devise a plan to enhance friendly relationships.

33. Demonstrate effective participation in groups.

ACTIVITY 2 - OUTCOMES 29 and 33

Materials:
- Chalkboard
- Drawing paper
- Crayons

Discuss the benefits of cooperative work such as more ideas, shared responsibility, and respect for others.

Write "A friend is someone ..." on the board. Divide the class into groups of four or five students each. Ask each group to list five definitions using the sentence stem on the board. Next, have students write an explanation for each definition. Ask each group to read the sentences and explanations to the class. An example would be: "A friend is someone you can trust. You can talk to your friend, and he will listen and keep your trust." Write all definitions on the board and ask students to copy the list.

Ask group members to decide whether their opinions were respected by other group members. Ask students to tell how members of the group were helpful. Ask students to close their eyes and recall the definitions of a friend and apply those definitions to themselves. Read each definition. After each definition is read, ask students to rate themselves silently as to whether they possess that characteristic. Finally, ask students to use drawing paper and crayons to illustrate two ways to be a better friend and share their drawings with classmates.

ACTIVITY 3 - OUTCOME 33

Materials: • Chalkboard

Ask students to think about all the groups to which they belong. Have them identify each group's expectations of them and how each group may help or hinder them. Write this information on the chalkboard in a format similar to the chart below.

GROUP	WHAT DOES THIS GROUP EXPECT FROM ME?	HOW MAY THIS GROUP HELP ME?	HOW MAY THIS GROUP HINDER ME?
Family	Good grades, good manners, love, helpfulness, respect	Love, food, shelter, gifts	Punishment, family problems, neglect
Club (Scouts)	Participation, obedience, team-work, leadership	Tolerance, good work habits, leadership skills	Time, expense, competition
Friends	Trust, loyalty, friendship, will-ingness to listen	Companionship, willingness to listen, help, sense of security	Threats, pressure
Neighbors	Helpfulness, friendly behavior, work, leadership	Security, friendly environment, belonging	Ridicule, unkind comments
Cousins	Trust, affection, support	Closeness, understanding	Gossip, jealousy
Classmates	Good behavior, friendliness, good work habits	Classroom information, support, friendship	Dishonesty, group pressure

Discuss how people get along within a group and the benefits of group membership. Ask what it means to be a leader and a follower. Discuss how it feels to be a member of a group to which one wants to belong. Ask how it feels to be excluded from a group to which one wishes to belong. Discuss responsibilities of group members.

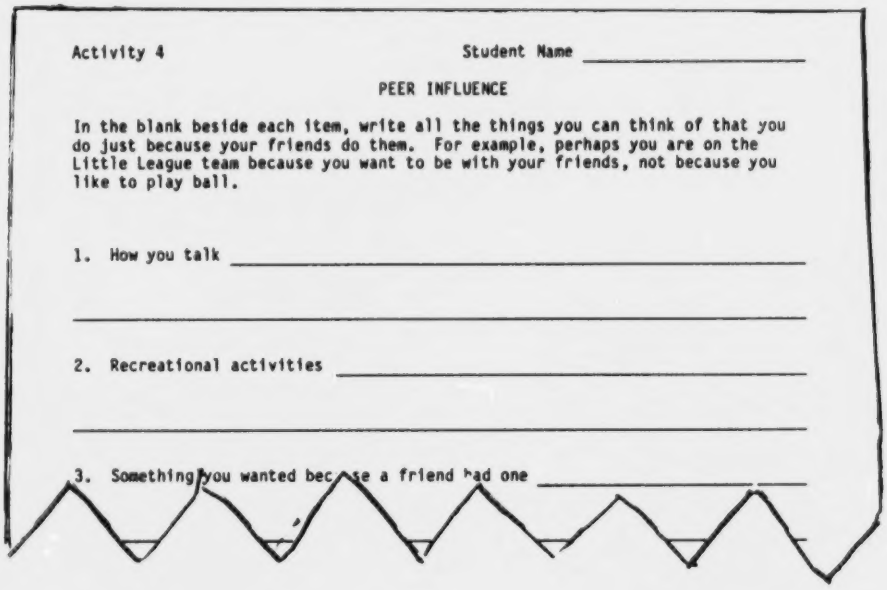
HEALTH - 4
INTERACTING WITH OTHERS

TOPIC: PEERS

OUTCOME: 36. Develop and rehearse strategies that increase the impact of positive peer pressure and decrease the impact of negative peer pressure.

ACTIVITY 4 - OUTCOME 36

Materials:
- "Peer Influence" handout (Teaching Materials Section, p. 74)
- Chalkboard



Activity 4 Student Name _____

PEER INFLUENCE

In the blank beside each item, write all the things you can think of that you do just because your friends do them. For example, perhaps you are on the Little League team because you want to be with your friends, not because you like to play ball.

1. How you talk _____

_____

2. Recreational activities _____

_____

3. Something you wanted because a friend had one _____

Ask students to define the term "pressure" (a force that causes people to do something), "peer" (a person near the same age), and "peer pressure" (an influence applied by someone near the same age). Write these definitions on the chalkboard.

Discuss ways peer pressure may be either positive or negative. Ask students what kinds of decisions must be made in regard to peer pressure. Use the following questions to stimulate discussion.

Do I want to belong to this group?
Do I want to be liked by the group members?
Is what the group wants to do against my values or dangerous to me?

ACTIVITY 4 (Cont'd) - OUTCOME 36

Distribute "Peer Influence" handouts and ask students to complete them. Allow time for class discussion of the responses. As students give their responses, have them decide whether or not the decision was made because of positive or negative peer pressure. If the group believes the decision resulted from negative pressure, ask for suggestions about ways to act or things to say that would result in a wiser decision.

HEALTH - 4
INTERACTING WITH OTHERS

TOPIC: PROBLEMS, SOLUTIONS, AND CONSEQUENCES

OUTCOME: 35. Propose solutions to common grade-level problems and analyze the consequences of each.

ACTIVITY 5 - OUTCOME 35

Materials: • Chart or chalkboard

COMMON PROBLEM	SOLUTION	CONSEQUENCES
Diet	1. Eat breakfast of whole grains, fruit, and milk. 2. 3.	1. Improve concentration in school; provide strong beginning to day. 2. 3.
Drugs	1. Use only medicine prescribed for you by a doctor. 2. 3.	1. Avoid contaminating your body; stay healthy. 2. 3.
Fears	1. Use self-talk "I can handle ..." 2. 3.	1. Reduce anxiety; change your mind-set. 2. 3.
Friends	1. Make two positive comments to someone each day. 2. 3.	1. Make a positive environment so friendship can grow. 2. 3.

Display the chart or copy the chart on the chalkboard. Ask each student to copy the chart. Next, divide the class into groups and ask each group to complete the chart. Have groups share their completed charts with the class.

HEALTH - 4
INTERACTING WITH OTHERS

TOPIC: PROBLEMS, SOLUTIONS, AND CONSEQUENCES

OUTCOME: 32. Differentiate between situations involving good humor, ridicule, or embarrassment and evaluate the impact of these situations on self-concept.

ACTIVITY 6 - OUTCOME 32

Materials: • Dictionaries

Divide the class into groups. Ask each group to give short definitions for these words: "good humor, laughter, ridicule, embarrassment, and self-concept." Allow access to dictionaries. Have each group share their definitions and reach a class concensus on the meaning of each word. When definitions of all terms are accepted, ask the class for positive self-talk statements (examples: "I am a capable person." "Capable people can make mistakes." "I am likeable."). Discuss laughter. Is it kind (good humor) or unkind (ridicule)? Give this example: When someone slips on a banana peel, do people laugh at the situation or at the person? Suppose the person engages in negative self-talk (example: "I am so stupid for slipping. I can't believe I did that. Everyone is laughing at me because I am so stupid. Everyone thinks I'm stupid."). Would the laughter be seen as good humor or ridicule by the person who slipped? If the person engages in positive self-talk, he/she may say: "That must have looked pretty funny. Listen to everyone laugh. Well, it's OK. I can goof occasionally.".

Read the following situations to the class and ask the class to decide whether the situation depicts good humor or ridicule. Have students state reasons for their decisions. Ask students to give self-talk that might be used in each situation and to determine if it would help or hurt self-concept.

1. Jane mispronounces a word in reading, and the class laughs.

2. Bob almost trips and his friend laughs and says, "Way to go."

3. Jim asks his brother for a loan. His brother laughs and says, "Yeah right, I've got money to burn."

4. Lisa's best friend sits with someone else at lunch. On several occasions they look at Lisa and laugh.

5. Linda's older sister laughs at her because she won't take a sip of beer.

ACTIVITY 6 (Cont'd) - OUTCOME 32

6. A bully trips Jack and laughs.

7. After Joe refuses to smoke, his cousins laugh and call him "sissy" everytime they see him.

8. Anne misses the ball and the opposite team laughs.

Ask several volunteers to share their "most embarrassing moment" with classmates. Identify self-talk that could have been used in those situations to enhance self-concept.

HEALTH - 4
INTERACTING WITH OTHERS

TOPIC: PROBLEMS, SOLUTIONS, AND CONSEQUENCES

OUTCOME: 30. Discuss the importance of the way time is spent and formulate a plan to spend time wisely.

ACTIVITY 7 - OUTCOME 30

Materials: • "Time Management" handout (Teaching Materials Section, p. 75)

Activity 7 Student Name _____

TIME MANAGEMENT

Using the codes provided, fill in each box to show how that time was spent (examples: S/HW means "by myself doing homework, and FM/HW means "with family members doing homework").

P.M.	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
3:00-4:00							
4:00-5:00							
5:00-6:00							
6:00-7:00							
7:00-8:00							
8:00-9:00							

S = self F = friends FM = family members

CH = chores HW = homework R = recreation

TV = television RA = religious activities

Under the heading for each day of the week, fill in each box by showing the person and the number of hours involved in each activity (example: S/1 beside CH means "doing chores by myself for one hour").

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	TOTAL

Ask students to log how they spend their time after school for one week. Give them the "Time Management" handout to code this information and explain how to code it. Ask students to keep a daily record of the number of hours spent doing each activity (CH, HW, R, TV, or RA) and with whom each activity was performed. (S, F, FM).

ACTIVITY 7 (Cont'd) - OUTCOME 30

When all days have been completed, tabulate the week's total for each category. Pair students to share information about how they spend their time. Ask one or two volunteers to share with the class. Ask the class if time is being spent wisely or if changes need to be made. Have class members devise a plan for spending time more wisely by making one or two changes in each volunteer's schedule. Ask each student to make a plan either to maintain current use of time or to change it to use time more wisely. The plan can be written on the back of the schedule chart. Optional: Give students a month to work on their changes. Evaluate the plan's success by noting changes in the diary schedule.

NOTE: 6 hours/1 day, 42 hours/week

HEALTH - 4
INTERACTING WITH OTHERS

TOPIC: PROBLEMS, SOLUTIONS, AND CONSEQUENCES

OUTCOMES: 31. Formulate a variety of solutions to a given problem and indicate which solutions are responsible and why.

35. Propose solutions to common grade-level problems and analyze the consequences of each.

ACTIVITY 8 - OUTCOMES 31 and 35

Materials: • Chalkboard

Draw the chart below on the chalkboard.

SITUATIONS	ACTIONS	CONSEQUENCES
1. Nancy is being teased because she is overweight. Alice, her friend overhears the taunts. What should Alice do?		
2. Tom's mother is in the hospital. Tom's father has told him that his mother will be home in a week. Last year, however, when his grandmother was in the hospital, she died. Tom is afraid he will never see his mother again. What could he do?		
3. Henry's best friend drinks alcohol to make him feel high. Henry is worried about his friend. What could Henry do?		
4. Bob finds a cigarette. He is courious about smoking, but he knows the dangers. What should Bob do?		
5. Jane has a stomachache. Jane finds some pills the doctor prescribed for her mother's stomachache. Jane's Mom is not at home. What could Jane do?		

ACTIVITY 8 (Cont'd) - OUTCOMES 31 and 35

Discuss Situation 1 with the class. As students name possible actions, list them on the chalkboard. For each suggested action, have student name associated consequences. List the consequences on the chalkboard also. Chalkboard may look similar to the following:

SITUATIONS	ACTIONS	CONSEQUENCES
1. Nancy is being teased because she is overweight. Alice, her friend overhears the taunts. What should Alice do?	A. Alice takes up for Nancy.	A. Classmates may tease Alice also. A. Classmates may stop teasing Nancy.
	B. Alice walks away.	B. Classmates will continue to tease Nancy. B. People may assume Alice is a coward. B. Nancy may be angry with Alice.

Write the following definitions of "responsible" on the chalkboard and discuss it with students:

Responsible "... able to distinguish right and wrong and to think and act rationally, and hence, account for one's behavior..."

Lead students to understand that responsible actions are ones that
- are consistent with justice and law;
- are in accord with facts and reason; and
- promote health and safety in oneself and others.

Next, ask the class to determine the action they believe is responsible and tell why it is the the responsible action. (Action A is responsible. Concern for Nancy's emotional and social health overrides the other factors.)

Divide students into four small groups and give one situation to each group. Ask group members to list all possible actions they can think of for their assigned situation. Group members will then write consequences for each action and determine which ones are responsible actions.

HEALTH - 4
INTERACTING WITH OTHERS

TOPIC: PROBLEMS, SOLUTIONS, AND CONSEQUENCES

OUTCOME: 26. Analyze causes of home accidents; discuss prevention techniques; and know procedures to follow in case of fire emergency.

ACTIVITY 9 - OUTCOME 26

Materials:
- Chalkboard
- Poster board
- Markers

Explain to the class that most accidents happen at home. Ask the students to give examples of home accidents and write them on the board. After all students have had the opportunity to participate, group the accidents listed on the board into categories by causes (examples: fire hazards, poisonous substances, falls, lawnmowers, other power tools, weapons, etc.). Next have students name ways these home accidents could have been prevented.

Provide students with poster board and markers. Ask each student to select one cause of home accidents and make a poster showing the cause of an accident and how it could have been prevented.

Let students visit classes of younger students and explain their posters.

ACTIVITY 10 - OUTCOME 26

Have students ask their parents' assistance in finding and correcting three safety hazards in or around their homes. Let each student share the hazards discovered and the corrective actions taken.

If poisonous substances, lawn mowers, falls, power tools, and/or weapons are not mentioned by any students during the class discussion of possible accident causes, be certain to include prevention techniques for these causes.

ACTIVITY 11 - OUTCOME 26

Materials:
- Chart or chalkboard with letters CCFCC written vertically
- Overhead projector
- Overhead transparency containing procedures to follow in case of a fire

Call	Call emergency number
Check	Check for others
Follow	Follow pre-set escape route
Cover	Cover mouth and nose
Crawl	Crawl toward exit

Tell the class they will find out what to do in case of a fire. Display the chart or write the letters CCFCC on chalkboard. Ask students to guess what those letter might represent. Write on the chart possible phrases or sentences (examples: "Charlie's children feed crazy cats. Can Charlie find chocolate cake? Candy can feed crying children."). Any phrase or sentence in which beginning letters of words match letters on the chart is acceptable, as long as the sentence is clever or catchy enough to help the students remember the five initial letters.

Ask the students what the sentence or phrase written on the chart could possibly have to do with emergency procedures to follow in case of a fire. Put the overhead transparency on the overhead projector, covering up everything except the first letter of each word. As students are talked through the procedures to follow, uncover the transaprency one step at a time. Point to the first letter of each step of the emergency procedure and explain that the catchy or nonsense sentence from the chart is to help students remember the first letter of each step in fire emergency procedures. This will help to trigger their memory of what the entire step is.

Review the procedures at school for a fire emergency. Explain why it is necessary to have a pre-set escape route. Take the class as a group and follow the pre-set escape route at school.

At different times of the day or week, have the students practice by completing the steps of the procedure when only the first letter of each step is given.

ACTIVITY 12 - OUTCOME 26

Materials:
- Drawing paper
- Colored markers
- Emergency telephone number to call in case of fire

Have each student draw floor plans of his/her homes and use a colored marker to trace a pre-set escape route to be used in case of fire. An X should be placed where the family is to meet outside of the building. At the bottom of their pictures, have students write the emergency number to call to report a fire. Discuss other safety measures such as alerting other persons in the building. Let students demonstrate covering their mouths and noses and crawling to escape flames and smoke. Allow students to take their drawings home for display and discussion.

HEALTH - 4
INTERACTING WITH OTHERS

TOPIC: HELPFUL ADULTS

OUTCOME: 16. Name community health and medical personnel; describe the services each provides; and tell why specialized services are needed.

ACTIVITY 13 - OUTCOME 16

Contact local community health centers for a list of speakers representing community health and medical occupations or contact parents who work in those occupations. Invite available resource persons to describe the services they provide and tell why these services promote community health. The following list suggests related occupations.

COMMUNITY HEALTH	MEDICAL
Urban planner	Nurse
Civil engineer	Paramedic
Dietician	Physician's assistant
Red Cross worker	Doctor
Lab worker	Radiologist
Dental hygienist	Hematologist
Environmental health worker	Pharmacist

Ask selected students to report on other health occupations that were not represented by a speaker. When giving a report, a student may wear clothing appropriate to the occupation and/or bring something used in their occupations. Ask students to describe the services each occupation provides and tell why these services are needed.

HEALTH - 4
INTERACTING WITH OTHERS

TOPIC: HELPFUL ADULTS

OUTCOME: 22. Differentiate the appropriate adult(s) who can help in times of crisis.

ACTIVITY 14 - OUTCOME 22

Materials:
- Strips of paper with crisis situations
- Chalkboard

On the chalkboard list the following adults who can help in times of crisis.

Parents/guardians
Principal
Teachers
School secretary
Coach
Health room attendant
School counselor
Other adults

Divide the class into groups of four or five students each. Have each group select a leader and a recorder. Give each group a strip of paper with a crisis situation such as one of the following:

1. A student has received a conduct slip for fighting and misbehaving.
2. A student has been threatened by a bully.
3. A student has failing grades.

Have students discuss who would be the appropriate adult(s) to go to for help with their situation and why.

ACTIVITY 15 - OUTCOME 22

Materials:
- Nine chairs
- Chalkboard

On the chalkboard, make two columns. In one column, list adults who can help in times of crisis. In the other column, have students recall situations they have heard or read about when adult assistance was needed. List those situations on the board. (See example.)

ADULTS	CRISIS
Parents/guardians	Someone threatens to take your lunch money.
Teacher	
Coach	
School counselor	
Clergy	
Policeman	
Fireman	

Ask students to recall situations they have heard or read about when adult assistance was needed. List those situations on the board.

Ask for eight volunteers to participate in a brainstorming session. Select an additional student to be moderator. The eight volunteers will sit in chairs placed in a circle. A vacant chair is placed in the middle of the circle. The moderator stands at the chalkboard.

The moderator begins the brainstorming session by asking, "Which adult would you go to if you faced crisis #1 and why?". Once a decision is made by the students in the circle, the moderator will draw a connecting line between the crisis and the adult(s).

When a student on the outside of the circle has a comment or a question, that student is recognized by the moderator and is asked to enter the circle and sit in the center chair. After the student's brief statement/question, the chair is then vacated.

HEALTH - 4

MAKING HEALTHY DECISIONS ABOUT MEDICINES AND CONTROLLED SUBSTANCES

NOTES TO THE TEACHER

Fourth grade students are becoming aware that they are consumers and are ready to learn the importance of selecting appropriate health products. Students in the fourth grade also need to learn basic facts concerning drugs and controlled substances. This grade level is certainly an appropriate time for students to learn techniques for avoiding controlled substances.

Activities in the Making Healthy Decisions about Medicines and Controlled Substances Unit cover two topics:

1. Health Product Selection
2. Avoidance of Controlled Substances

HEALTH - 4
MAKING HEALTHY DECISIONS ABOUT MEDICINES AND CONTROLLED SUBSTANCES

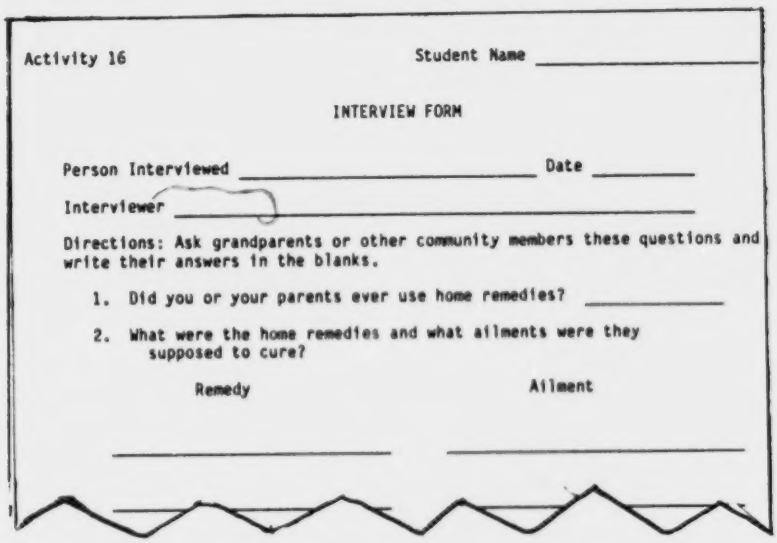
TOPIC: HEALTH PRODUCT SELECTION

OUTCOME: 17. Define self-diagnosis, self-medication and home remedy; discuss the reasons for and dangers of such practices.

ACTIVITY 16 - OUTCOME 17

Materials: • "Interview Form" (Teaching Materials Section, p. 76)

Explain the terms "self-diagnosis," "self-medication," and "home remedy." Ask students to interview their grandparents or other older community members using the following format or one that students create.



Activity 16 Student Name _____

INTERVIEW FORM

Person Interviewed _____ Date _____

Interviewer _____

Directions: Ask grandparents or other community members these questions and write their answers in the blanks.

1. Did you or your parents ever use home remedies? _____

2. What were the home remedies and what ailments were they supposed to cure?

Remedy	Ailment
_____	_____
_____	_____

After students collect and share their data, discuss the dangers of self-diagnosis, self-medication, and home remedies.

Invite a physician to talk with students about self-diagnosis, self-medication, and home remedies. The physician can discuss results of the students' interviews. It is important for the physician to explain why some home remedies might work, and why some can be dangerous.

HEALTH - 4
MAKING HEALTHY DECISIONS ABOUT MEDICINES AND CONTROLLED SUBSTANCES

TOPIC: HEALTH PRODUCT SELECTION

OUTCOME: 18. **Assess advertising of health items.**

ACTIVITY 17 - OUTCOME 18

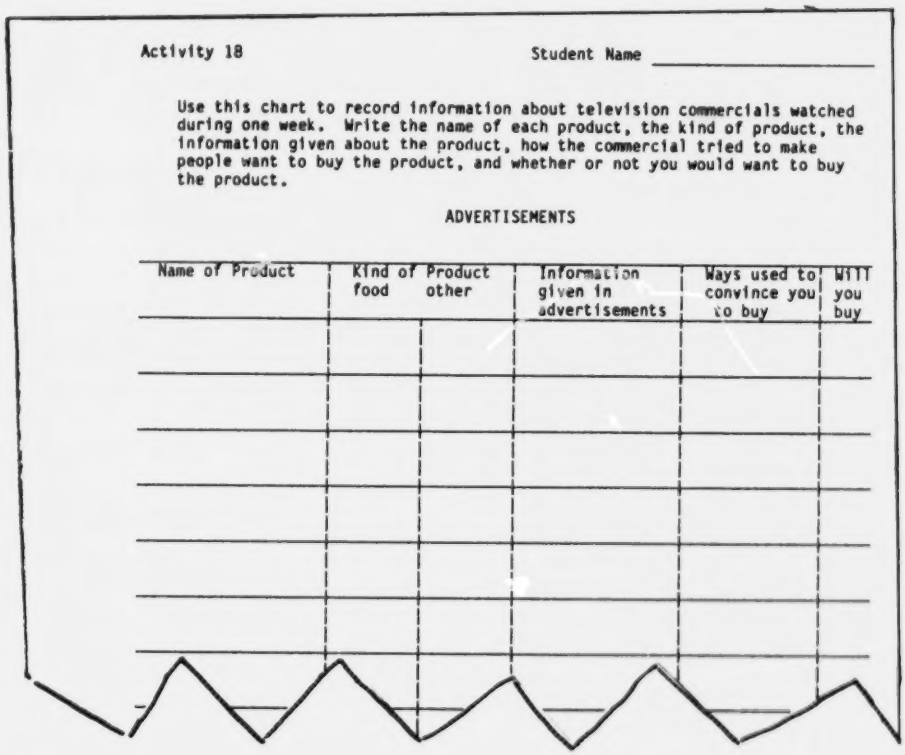
Materials:
- Empty containers of over-the-counter health products
- Advertisements of health items found in magazines, newspapers, etc.

Discuss with the class different techniques used to advertise health products on television, radio, and in print (examples: using sports figures, sex, young people, movie stars, and cartoon characters). Explain that selling techniques can vary as long as the basic information is truthful. Read an advertisement to students and discuss the truthfulness and the effectiveness of the advertisement.

Have students take empty containers and prepare commercials for television, radio, magazine, or newspaper. Students can then share the commercials with the class. After commercials have been shared, have class members tell which commercials were more effective and whether the effectiveness was due to product packaging or to the commercial.

ACTIVITY 18 - OUTCOME 18

Materials: • "Advertisements" handout (Teaching Materials Section, p. 77)



Activity 18 Student Name _____

Use this chart to record information about television commercials watched during one week. Write the name of each product, the kind of product, the information given about the product, how the commercial tried to make people want to buy the product, and whether or not you would want to buy the product.

ADVERTISEMENTS

Name of Product	Kind of Product food	other	Information given in advertisements	Ways used to convince you to buy	Will you buy

Ask students if they watched any television commercials the night before. Ask if their parents ever buy any of the products they saw advertised. Discuss food advertisements on television. Discuss how advertisers manage to convince viewers they cannot do without the product. Discuss the possibilities of "wonder junk" making a person ...

1. popular.
2. energetic enough to leap tall buildings.
3. prosperous, because of receiving a wonderful free item with the purchase of the product.

Distribute charts and ask students to record commercials they watch during a week. At the end of the week, have students compare the information on their charts, giving emphasis to techniques used to convince consumers to buy the product. Have students compare their reactions to the same advertisement and ask them why they would or would not buy the product.

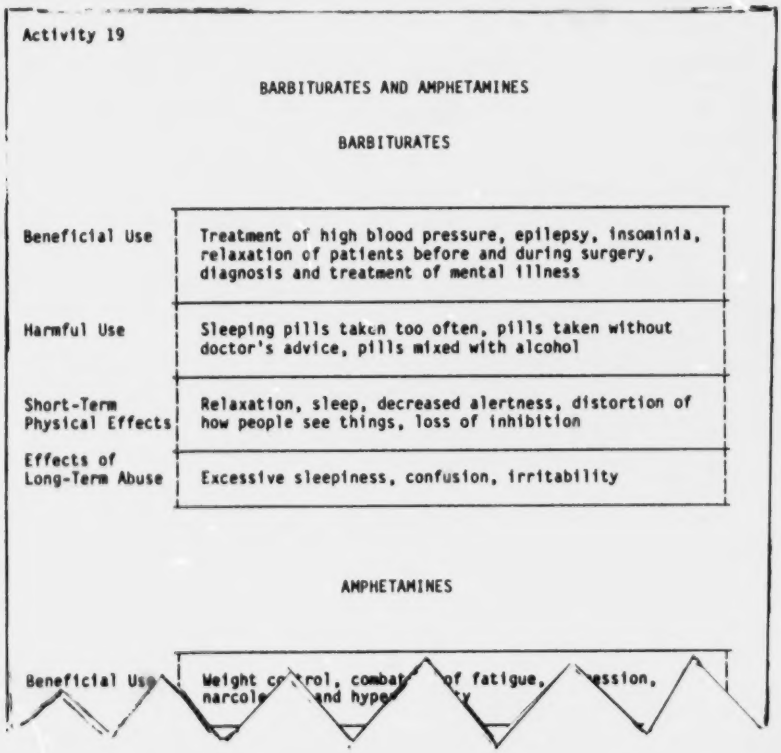
HEALTH - 4
MAKING HEALTHY DECISIONS ABOUT MEDICINES AND CONTROLLED SUBSTANCES

TOPIC: AVOIDANCE OF CONTROLLED SUBSTANCES

OUTCOME: 15. Distinguish between beneficial and harmful uses of medicines.

ACTIVITY 19 - OUTCOME 15

Materials: • "Barbiturates and Amphetamines" handout (Teaching Materials Section, p. 78)



Activity 19

BARBITURATES AND AMPHETAMINES

BARBITURATES

Beneficial Use	Treatment of high blood pressure, epilepsy, insomnia, relaxation of patients before and during surgery, diagnosis and treatment of mental illness
Harmful Use	Sleeping pills taken too often, pills taken without doctor's advice, pills mixed with alcohol
Short-Term Physical Effects	Relaxation, sleep, decreased alertness, distortion of how people see things, loss of inhibition
Effects of Long-Term Abuse	Excessive sleepiness, confusion, irritability

AMPHETAMINES

Beneficial Use	Weight control, combat of fatigue, ession, narcole and hype

Discuss the beneficial and harmful uses of amphetamines and barbiturates by using the chart. Prior to the discussion, make sure students know the meaning of words. Allow students to add examples to the chart. After looking at the chart, discuss examples of the use of amphetamines and barbiturates and have students state whether these examples are beneficial or harmful. Explain that the use of drugs is not always harmful. Drugs that are used as medicines have beneficial value as long as they are taken correctly and under a doctor's orders.

HEALTH - 4
MAKING HEALTHY DECISIONS ABOUT MEDICINES AND CONTROLLED SUBSTANCES

TOPIC: AVOIDANCE OF CONTROLLED SUBSTANCES

OUTCOME 14. Give examples of controlled substances and discuss physical, legal, and personal problems that result from their use.

ACTIVITY 20 - OUTCOME 14

Materials:
- Chalkboard
- Resource materials
- "Drug Information" handout (Teaching Materials Section, p. 79)

List the following five drugs on the chalkboard:

alcohol
barbiturates
nicotine
marijuana
amphetamines

Explain to the class that these drugs are "controlled substances" because laws have been passed to control their sale, possession and/or use.

Divide students into five groups and assign each group one of the five drugs. Distribute resource material and have each group find the following information about each drug:

1. Drug type (group)
2. Street name(s)
3. Medical name(s)
4. Symptoms of use
5. Effects the drug has on the body
6. Hazards of using drugs in this group (physical, legal, and personal)

Allow students thirty minutes to complete the assignment.

Distribute the "Drug Information" handout. Tell each group that they will have ten minutes to accomplish the following:

1. Find similarities and differences between their independent research and information contained in the handout.
2. Prepare a brief oral report on the similarities and differences.

Allow groups two minutes each to present their reports.

ACTIVITY 21 - OUTCOME 14

Materials: • Chalkboard

Explain to students that drugs can be thought of as falling into two categories:

1. Over-the-counter drugs
2. Controlled substances

Ask students what the differences are between these categories. During the discussion, point out the following:

1. Over-the-counter drugs may be purchased without a doctor's prescription.

2. Controlled substances pose a serious threat if they are abused; consequently, there are laws that govern their sale.

Ask students to name some controlled substances. List these where students can see them. Then ask students if they know any laws related to drugs in the list of controlled substances. If students' information is correct, write the law(s) next to the controlled substance. At this point it is important that laws be written in simple language, using students' wording when possible. The list may include items similar to the following:

Controlled Substance	Related Laws
1. Alcohol	• It is against the law for minors to possess/drink alcohol.
	• It is against the law to sell beer to minors.
	• It is against the law to drive when under the influence of alcohol.
2. Cigarettes	• It is illegal to sell cigarettes to children.
3. Marijuana	• It is a crime to possess/smoke marijuana.
	• It is against the law to buy marijuana.
4. Prescription Drugs	• It is against the law for a druggist to sell someone medicines without a prescription.

ACTIVITY 21 (Cont'd) - OUTCOME 14

Tell students that you want to know if they can apply laws related to controlled substances (drugs) in certain situations. Read aloud each situation found in "What Should You Do? Why?" For each situation, ask students what they would do and why. Then, ask students to name a law that relates to that situation.

WHAT SHOULD YOU DO? WHY?

1. An adult asks you to go in a store and buy a pack of cigarettes. What should you do? Why?

   Related Law: The sale of cigarettes to minors is illegal.

2. You are with a group of children who ask you to smoke marijuana with them. What should you do? Why?

   Related Law: It is against the law to possess/smoke marijuana.

3. Someone you know offers you some alcohol to drink. What should you do? Why?

   Related Law: It is against the law for minors to possess/drink alcohol.

4. Someone gives you money to buy them some marijuana. What should you do? Why?

   Related Law: It is against the law to possess/purchase illegal drugs.

HEALTH - 4
MAKING HEALTHY DECISIONS ABOUT MEDICINES AND CONTROLLED SUBSTANCES

TOPIC: AVOIDANCE OF CONTROLLED SUBSTANCES

OUTCOME: 27. Identify factors that may lead people to abuse/misuse drugs early in life.

ACTIVITY 22 - OUTCOME 27

Materials: • List of the following phrases written on the chalkboard:

1. lack of knowledge about consequences
2. inadequate adult supervision
3. curiosity
4. influence of adult substance users
5. peer pressure
6. easy availability of substances
7. personal problems

Call the students attention to the list on the chalkboard. Discuss the fact that these phrases are sometimes given as reasons why people abuse or misuse drugs. Clarify the meanings of words, if necessary. Explain to students that they are to put the phrases into their own words.

Have students sit in a circle. Begin at some point in the circle and ask the first person to give one reason people abuse or misuse drugs. The second person repeats what the first one said, then gives another reason for abusing or misusing drugs. The next person repeats both reasons and then gives a third reason.

Person #1-- Some people abuse drugs because they don't know drugs can kill.

Person #2-- Some people don't know drugs can kill, and some people use drugs because their friends pressure them to try drugs.

Person #3-- Some people misuse drugs because they don't know drugs can kill, or because their friends pressure them, or because they are curious.

Continue this exercise until students become familiar with the factors involved in early abuse or misuse of drugs.

NOTE: Adapt this activity by having students repeat only the previous phrase and one new phrase, or make other adaptations as deemed necessary.

HEALTH - 4
MAKING HEALTHY DECISIONS ABOUT MEDICINES AND CONTROLLED SUBSTANCES

TOPIC: AVOIDANCE OF CONTROLLED SUBSTANCES

OUTCOME: 31. Formulate a variety of solutions to a given problem and indicate which solutions are responsible and why.

ACTIVITY 23 - OUTCOME 31

Materials: • "How to Say 'No'" poster

Reproduce and display the "How to Say 'No'" poster.

Have students discuss the "How to Say 'No'" poster. Have students practice saying "No" by reading each situation and letting the class respond in unison with a response where appropriate . Define the word "responsible" as something that is lawful and protects the safety of self or others. Follow with a discussion about why these responses are responsible courses of action.

HOW TO SAY "NO"

There are many different ways to say "no." Some appropriate responses are:

1. Say "No thanks"	"Would you like to look on my paper during this test?" "No thanks."
2. Make Excuses	"How about a cigarette?" "No thanks. It makes me sick."
3. Broken Record	"How about skipping school?" "No thanks." "Come on! You're chicken!" "No thanks." "You'll like it." "No thanks."
4. Turn Away and Walk Off	"Would you like to fight?" "No," and leave as you say it.
5. Avoid the Situation	Don't hang around places where you know people use drugs.

ACTIVITY 23 (Cont'd) - OUTCOME 31

6.	Ignore	"Hey! How about a beer?" Pay no attention to the person and walk off.
7.	Change the Subject	"Let's go sneak some candy from the store!" "Are you ready for the history test tomorrow?"
8.	Safety in Numbers	Stay with a group of people you know don't drink, smoke, or do drugs, especially if you are in a crowd that does.
9.	Peer Pressure Reversal	"Do you ever take your mother's pills?" "No, and you shouldn't either. I don't want anything to happen to my friend."
10.	Tell a Responsible Adult	"Do you want to go swimming in the river?" "No, I don't want to, and I'll tell your dad if you do it."

HEALTH - 4

CARING FOR A GROWING BODY

NOTES TO THE TEACHER

Students tend to be physically active at the fourth-grade level. With some students, fatigue is common due to overexertion and participation in a variety of strenuous activities. This is why nine to ten hours of sleep are important for students in this age group.

At this age, girls grow more rapidly than boys. There is wide variation in the rate and pace of growth. Motor coordination and eye-hand coordination are improving.

Students in the fourth grade continue to learn about their growing bodies. They need to develop an understanding of the digestive and excretory systems, and why proper nutrition and a well-balanced diet are so important in caring for growing bodies. Fourth-grade students also study the teeth, their role in the body's systems, and their proper care.

Some students at this level may display a slouched posture; therefore, positive effects of good posture and exercise are studied in this unit.

Activities in the Caring for a Growing Body Unit cover four topics:

1. Body Systems
2. Influences of Food
3. Teeth
4. Posture and Exercise

Resource materials, such as health textbooks, library books, and/or science textbooks, are necessary for the completion of this unit.

HEALTH - 4
CARING FOR A GROWING BODY

TOPIC: BODY SYSTEMS

OUTCOME: 1. Discuss the ways that human beings grow (physically, spiritually, intellectually, and emotionally) and the importance of each type of development. Recognize death as a step in the life cycle.

ACTIVITY 24 - OUTCOME 1

Materials:
- A large tree cut out of contruction paper or poster board. The tree should have no leaves on the branches. (Teaching Materials Section, p. 80)
- Enough leaves made of red, green, orange, yellow, and purple construction paper for each student to have one of each color. Leaves should have a device for being attached to the tree (Teaching Materials Section, p. 80)
- Chalkboard

TREE AND LEAF PATTERN

Discuss with the class the fact that human beings are constantly growing and changing. Each of us is alike in that we are all growing and changing; yet, we are all different in that we grow at our own unique pace. It is important to keep our bodies healthy in order to reach the maximum potential in all areas of growth. Growth involves much more than physical changes. We also grow intellectually, emotionally, socially, and spiritually.

ACTIVITY 24 (Cont'd) - OUTCOME 1

On the chalkboard, draw the chart as shown in the sample below. Using the chart "Human Growth," ask students to name factors that affect each area of growth. If students have a difficult time getting started, give an example in each area (examples: a balanced diet affects physical growth, school affects intellectual growth, friends affect social growth, a happy home life affects emotional growth, and participation in religious activities affects spiritual growth). Write students' ideas in the appropriate columns on the chart.

HUMAN GROWTH

Physical	Intellectual	Social	Emotional	Spiritual

After filling the columns on the chart, distribute five leaves to each student. (Each of the five leaves will be a different color.) Have each student write a factor affecting physical growth on a red leaf, a factor affecting intellectual growth on a green leaf, a factor affecting social growth on a yellow leaf, a factor affecting emotional growth on an orange leaf, and a factor affecting spiritual growth on a purple leaf. Allow students to attach each of their five leaves to the tree, beginning on the bottom branch of the tree. Point out to students that the reason for starting on the bottom branch is to show that growth is a pattern that moves upward to maximum potential.

After the tree is covered with leaves, return students' attention to the chart. Have students pick one of the five areas of growth and write a short story of their own personal growth in that area. Ask students to volunteer to read their stories to the class.

HEALTH - 4
CARING FOR A GROWING BODY

TOPIC: BODY SYSTEMS

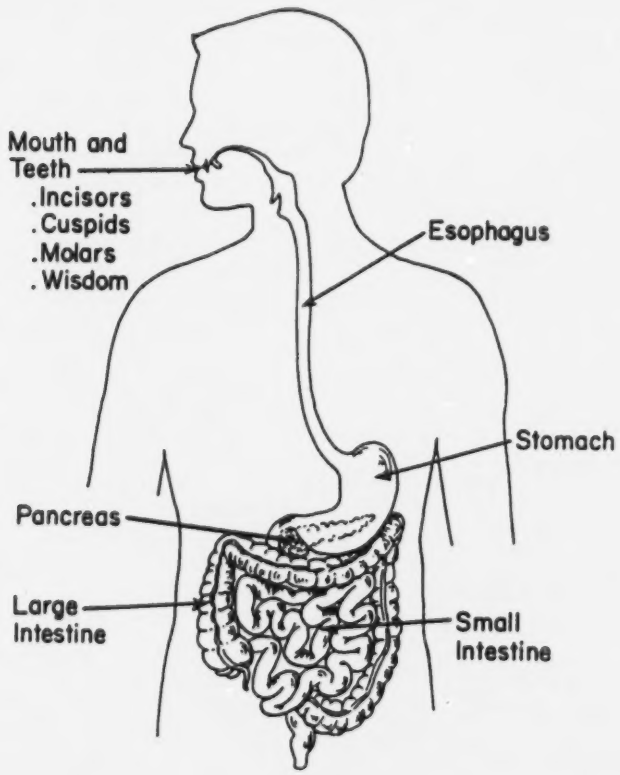
OUTCOME: 3: Explain how each part of the digestive system relates to the process of digestion.

ACTIVITY 25 - OUTCOME 3

Materials:
- "Digestive System" (Teaching Materials Section, p. 81)
- Poster board

Ask a student to draw a picture of the digestive system on poster board. Use as a model the "Digestive System" illustration in the Teaching Materials Section. Make the picture as large as the poster board permits.

DIGESTIVE SYSTEM



ACTIVITY 25 (Cont'd) - OUTCOME 3

Discuss the process of digestion with the class, emphasizing the parts of the body that aid in digestion.

1. mouth - grinds food and mixes it with saliva
2. incisors - cut food
3. cuspids - tear and shread food
4. molars - grind food
5. wisdom teeth - grind food
6. esophagus - carries food from mouth to stomach
7. stomach - holds and mixes food
8. pancreas - makes enzymes that break down all types of food
9. small and large intestines - small intestine makes fluid to dilute food; large intestine assorbs fluid from undigestible foods and changes waste products into solids

Have students "number off" from one to nine. Assign one of the nine body parts listed above to each of the nine groups. Explain that each group will prepare a written report on how the assigned part of the body relates to the process of digestion.

Students may use any available resource materials in the classroom or library to aid in developing their reports. Have students present their reports on how body parts relate to the process of digestion beginning with the mouth.

ACTIVITY 26 - OUTCOME 3

Materials: • Chalkboard

Write the following scrambled words on the chalkboard.

1. rsinicso
2. gahepssuo
3. dsscpui
4. lmsora
5. nneetisits
6. ehtet
7. dowsim
8. omtuh
9. ranascpe
10. otshcma

Explain that the words are scrambled versions of the parts of the body involved in the digestive system. Ask students to unscramble them.

Students may be allowed to compete on the scrambled word exercise and earn recognition (certificates of award, stickers, extra privileges, etc.) for being the fastest worker, the neatest writer, the most accurate worker, or for other areas of performance.

Teacher Key

1. incisors
2. esophagus
3. cuspids
4. molars
5. intestines
6. teeth
7. wisdom
8. mouth
9. pancreas
10. stomach

ACTIVITY 27 - OUTCOME 3

Materials:

- 6 small squares of cheese
- 6 small squares of bologna
- 6 small squares of bread
- 18 containers for mixing foods (saucers, glass jars, foil pans)
- 6 forks (may be plastic)
- 6 knives (may be plastic)
- 6 spoons (may be plastic)
- Filter paper (similar to coffee filters)
- Paper towels
- 2 cups
- 1 pkg. plain gelatin
- 1 oz. fresh pineapple juice or 1 oz. fresh meat tenderizer
- Soda crackers (1 per student)

NOTE: You may want to ask students to volunteer to bring some of the materials.

Explain to the students that digestion is the process by which foods are broken down into simple chemical substances that can be used by the cells. Explain the fact that foods become liquid chemicals by two processes:

1. physical--grinding (chewing, mashing, churning)
2. chemical--dissolving (by chemicals in digestive juices)

Tell the class that two basic structures make up the digestive system.

1. tubes--Food passes through a long series of tubes where it is ground, churned, squeezed, and moved ahead until the useful nutrients are absorbed by the blood vessels, and the waste is eliminated (physical digestion).

2. glands--These organs are located in or adjacent to the mouth, stomach, liver, pancreas, and intestines. They pour chemicals or enzymes into the tubes to help dissolve the food (chemical digestion).

Divide the class into six groups, each with a designated leader. Organize the food and other materials into six equal portions. Have someone distribute to each of the six groups one square each of cheese, bologna, and bread. Distribute containers and utensils to each group. Ask the groups to cut, chop, mash, and grind each of the foods into the smallest possible pieces. Then, have children mix the mashed food with water. Ask students if the bread has become a liquid. Ask if they think it would be small enough to get into cells when the cell membrane or skin is something like a filter. Select one child to pour the dissolved bread through a filter paper. Note the residue. Ask students about the meat. Did the water dissolve it? (The water did not dissolve the meat at all.) Explain that what they did to the food with their utensils is the same thing that happens to food in their mouths by the action of their teeth and tongue. Ask children if they know what teeth do to food (examples: cut, grind, and crush food). Explain that what teeth do helps break down food, but obviously the food is not yet in a liquid form for the cells.

ACTIVITY 27 (Cont'd) - OUTCOME 3

Ask children to think of a way to dissolve the meat and let them take turns discussing this. (The food has to be dissolved by strong chemicals, called enzymes, that are in the digestive juices. Some of these enzymes are in saliva, others in stomach juices, in pancreatic juices, in bile, and in intestinal juices.) Explain to the students that an enzyme, which can break down protein, can be simulated using pineapple or meat tenderizer. This enzyme can prevent gelatin (a protein food) from setting. While students watch, make two separate cups of plain gelatin as directed on the package. Add about one ounce of either fresh pineapple juice or fresh meat tenderizer to one of the cups of gelatin. Put both cups in a cold place to set.

Result: The cup with the "enzyme" in it will not set.
The "enzyme" will "digest" the gelatin.

Follow this demonstration by asking students to volunteer answers to the following questions:

1. Are any of these pieces of food small enough to seep into body cells? (No.)
2. In what form does food have to be to seep into body cells? (Liquid. The liquid has to be so fine that it can seep into blood to be taken to the cells.)
3. What happens to the liquid food when it is in the blood? (It flows to cells where it must seep through the cell membranes to get inside the cells.)
4. Name two ways that food is broken down. (physically--by chewing, mashing, or churning, and chemically--by dissolving)
5. What is the process of breaking down food called? (digestion)
6. Why does food have to be digested? (So it can seep through membranes into the blood, be taken to the cells, and seep into the cell membranes of all the cells of the body)
7. What do we call the body system that digests our food? (digestive system)

Tell students they will do an activity that will allow them to experience digestion in the mouth. Pass a small piece of clean paper and a soda cracker to each child after giving the following instructions:

1. Place the cracker on the paper on your desk.
2. When given the signal, start to eat the cracker very slowly.
3. While eating the cracker, think of what is causing it to break down into small pieces and become "soupy." What part do your teeth play? Your tongue? Your saliva?

ACTIVITY 27 (Cont'd) - OUTCOME 3

Ask students to discuss the different ways digestion took place in their mouths. Be sure that students include in the discussion both the physical action (chewing and churning) and the chemical action (from juices in the saliva) that began the process of digestion. Ask students what they think happened to the cracker after they swallowed it.

Taken from:

Our Health and Our Hearts; School Health Curriculum Project. Department of Health and Human Services, Public Health Service, Centers for Disease Control, Bureau of Health Education, Community Program Development Division, Atlanta, GA 30333.

HEALTH - 4
CARING FOR A GROWING BODY

TOPIC: BODY SYSTEMS

OUTCOME: 2. **Understand the interrelationship of the digestive and excretory systems of the human body.**

ACTIVITY 28 - OUTCOME 2

Materials: • Resource materials

Explain to students that the digestive system and the excretory system are related in their functions. The digestive system breaks down food and sends it to different parts of the body for use. The excretory system eliminates or excretes waste materials including food not used by the body. Be sure students realize that some body organs, such as intestines, are involved in both the digestive and excretory systems. Explain that the body parts involved in the excretory system are:

1. lungs--give off carbon dioxide and water
2. skin--gives off water and salt
3. intestines--excrete some water
4. bladder and kidneys--serve as storage for urine, one of the body's waste products
5. anus--eliminates solid waste materials from body.

Explain that the skin eleminates water and salt when a person perspires and that water given off by the lungs can be seen as a person's "breath" on a cold day.

Have students use the resource materials to locate information about how the systems function and/or interrelate.

HEALTH - 4
CARING FOR A GROWING BODY

TOPIC: BODY SYSTEMS

OUTCOME: 13. Describe the effects of rest, sleep, diet, and exercise on the systems of the body.

ACTIVITY 29 - OUTCOME 13

Materials: • Resource materials

Explain to the class that good health does not just happen and that a balanced diet, regular exercise, and sufficient rest and sleep are necessary for a person to feel and work best. A balanced diet helps the body to grow and develop. Regular exercise allows all body systems to work together efficiently and effectively. Rest and sleep are required for the body to repair itself. Make sure students understand that people have individual differences. For example, all people do not require the same amount of exercise or sleep. Healthy people eat different kinds and different amounts of food. This is because they have different likes and dislikes and their bodies require different amounts of food.

Divide the class into four groups. Assign one of the following topics to each group: rest, sleep, diet, or exercise. Instruct each group to prepare a report, skit, or poster demonstrating the effects of the assigned topic on body systems. Students may use textbooks, the library, or other resources to prepare the assignment.

ACTIVITY 30 - OUTCOME 13

Explain to students that in order to take care of our bodies, it can be helpful to be aware of the things we do each day that affect our health. Have each student take a sheet of paper and write the seven days of the week across the top (see example below). Down the left side of the page, students should write the words "Rest," "Sleep," "Exercise," and "Diet." They are to record on this sheet the amount of time spent each day on rest, sleep, and exercise, as well as the amounts and kinds of food eaten. Be sure students know what kinds of information are required on the chart.

After students have charted this information for one week, ask them to bring their completed worksheets back to class. Have students determine the total number of hours resting, sleeping, and exercising. In small groups of two or three, have students compare charts and make plans for any areas that need change. They should then make another chart for recording the following week's data on rest, sleep, exercise, and diet. At the end of the second week, have students compare their two charts. Ask students if their health practices had an effect on how they felt.

	Sun	Mon	Tue	Wed	Thur	Fri	Sat
Sleep							
Exercise							
Break-fast							
Lunch							
Supper							

TOPIC: INFLUENCES OF FOOD

OUTCOME: 9. Identify major nutrients, state their functions, and give examples of foods that are rich in each.

23. Explain how an understanding of a balanced intake of nutrients can influence the daily selection of foods.

ACTIVITY 31 - OUTCOMES 10 AND 25

Materials:
- Chalkboard
- "Basic Food Groups Chart"
- "Nutrient Chart"

Prepare and display charts where students can see them.

NUTRIENT CHART

	Carbohydrates	Minerals	Vitamins	Proteins	Fats	Water
JOB	Give the body energy	Regulate the body, build strong bones & teeth	Keep the body healthy, hair shiny, improve eyesight	Help the body build & grow	Give the body energy	Helps carry nutri-ents to all
SOURCES	Bread Potatoes Cereal	Vege-tables Milk	Fruits Vege-tables Milk	Meat Eggs Peanut Butter	Butter Oil Mayon-naise	Water

Referring students to the "Nutrient Chart," explain that the body needs six nutrients because each performs a certain job. Use chart to explain the jobs and to give examples of sources for each of the nutrients. Have students name additional sources of nutrients. Some foods may fall into more than one category if they contain more than one type of nutrient. Add students' suggestions to the chart.

ACTIVITY 31 (Cont'd) - OUTCOMES 9 AND 23

Referring students to the "Basic Food Groups Chart," identify the four basic food groups, and explain that each food group contains needed nutrients.

BASIC FOOD GROUPS CHART

Food Groups	Nutrients	Recommended Servings
Milk and milk products	Calcium Phosphorus Protein Zinc B vitamins	Three servings daily
Meat (fish, eggs, poultry, cheese, nuts, and dried beans and peas	Protein Iron B vitamins Zinc	Two or more daily
Fruits and vegetables	Most vitamins and minerals	Four or more daily
Grain (breads and cereals)	Carbohydrates B vitamins Iron Some protein	Four or more daily

Ask students to use information from the two charts to explain how the need for a balanced intake of nutrients should influence their daily selection of foods. Ask for examples.

ACTIVITY 32 - OUTCOME 9:

Materials: • Cards with pictures of foods or names of foods

Divide the class into two teams. Have the two teams line up so that one group is facing the other. Flip a coin to see which team will begin the game. The student losing the draw will hold up a food card and tell the name of the food. The student on the other team identifies:

1. the food group,
2. the main nutrient, and
3. the nutrient's job.

(The student answering the question may ask for help one time from a teammate.) If correct answers are given, the next teammate takes a turn. If the question is answered incorrectly or incompletely, the other team takes a turn. When all the students on one team have had an opportunity to respond, the game is over. The team with more points wins. The teacher keeps score, giving one point for a correct three-part answer.

This activity can be extended by letting the winning team continue playing. If this option is taken, divide the winning team into two groups and repeat the game.

NOTE: A good pre-game activity is to allow peer tutoring and coaching for students who might have difficulties with this activity.

Adapted from: Our Health and Our Hearts; School Health Curriculum Project. Department of Health and Human Services, Public Health Service, Centers for Disease Control, Bureau of Health Education, Community Program Development Division, Altanta, GA 30333.

HEALTH - 4
CARING FOR A GROWING BODY

TOPIC: INFLUENCES OF FOOD

OUTCOME: 23. **Explain how an understanding of a balanced intake of nutrients can influence the daily selection of foods.**

ACTIVITY 33 - OUTCOME 23

Materials:
- Chalkboard
- Chart with example of one day's meals

Breakfast	Lunch	Snack	Dinner
Scrambled egg Toast Orange juice	Ham sandwich Potato chips Apple Cookie	Popcorn Soda	Pork chops Sweet potato Green beans Chocolate cake

Draw on the chalkboard an example of one day's meals. Remind students how many servings of each basic food group are required daily for a balanced diet. (See Basic Food Groups Chart, Activity 31.) Have students decide if the diet shown on the chart is balanced. If it is not balanced, what changes need to be made to make it balanced?

Erase the food items shown on the chart and have students suggest another daily diet. Then, ask them to analyze whether or not the diet they suggested is balanced.

Vary the activity by asking students to copy the chart and to record their own food intake for one day. The next day have the students exchange charts with a partner to evaluate whether or not the diet was balanced.

HEALTH - 4
CARING FOR A GROWING BODY

TOPIC: INFLUENCES OF FOOD

OUTCOME: 10. Relate balanced intake of nutrients to physical, emotional, and social health.

ACTIVITY 34 - OUTCOME 10

Materials: • Chalkboard

Meal	Effects on Body and Mind	Situation	Student's Reaction
Soda	Tiredness, crossness, hunger, weight problems	Another student asks you to be quiet	Anger
Cereal with milk, banana, toast and jelly, juice	Long-term energy, good health, body growth	Another student asks you to be quiet	Calmness

On the chalkboard, draw a chart similar to the sample, but omit the foods listed under the "Meal" heading. Have students read aloud the "Effects on Body and Mind" column, the "Situation" column, and the "Student's Reaction" column. Then have them tell what the person might have had for breakfast. Provide prompts if students are unable to come up with ideas independently. Be sure to let students know that just because they had soda one morning or ate junk food with a high sugar content does not automatically mean that they will be tired, cross, angry, etc. Focus instead on the beneficial effects of a well-balanced diet.

Name other situations (examples: taking a spelling test, listening to the teacher, being bumped by a student in line) and ask students how a person might react based on whether that person's dietary intake is proper.

Discuss the importance of diet in improving the ability to deal with everyday occurrences.

Repeat the exercise using other foods and situations.

HEALTH - 4
CARING FOR A GROWING BODY

TOPIC: INFLUENCES OF FOOD

OUTCOME: 24. Enumerate procedures that prevent the spoilage of food.

ACTIVITY 35 - OUTCOME 24

Materials:
- Poster board (two sheets)
- Markers
- Magazines
- Scissors

Prepare two posters before beginning the activity. On one poster draw pantry shelves and on the other poster draw a two-door refrigerator.

Discuss with students the proper place to store different types of food. Give students magazines and scissors and have them cut out pictures of food and place them on the appropriate poster. Next, talk to students about what methods are used to prevent the spoilage of food.

Include the following examples:

1. Canning--helps retain flavor and nutrients; process of sealing jars prevents bacteria from spoiling food

2. Refrigeration--helps slow or stop loss of nutrients in food; leftover food stored in covered containers in the refrigerator and eaten soon prevents spoilage which could cause illness

3. Proper cooking--cooking food thoroughly and properly helps kill any bacteria present; food should be cooked as soon after purchase as possible.

4. Freezing--helps slow or stop loss of nutrients and growth of bacteria in food; bacteria need heat to grow

5. Proper packaging--foods sealed properly from stores and/or at home help prevent spoilage

Discuss materials used for canning, packaging, and proper cooking. Discuss what happens when foods spoil and bacteria start to grow.

ACTIVITY 36 - OUTCOME 24

Materials: • "What Do We Know About Food Poisoning?" handout (Teaching Materials Section, p. 82)

Activity 36 Student Name _____

WHAT DO WE DO ABOUT FOOD POISONING?

Read the following questions. Answer each question in the blanks that follow it.

1. Why does your mother keep food refrigerated?

_____

_____

2. What can happen if you eat spoiled food?

_____

_____

3. What causes food to spoil?

_____

_____

4. In what other ways are foods kept from spoiling?

_____

_____

5. How can each of the following foods be kept from spoiling?

_____

_____

_____

Review with students the fact that food spoilage can cause food poisoning and go over some of the methods to keep food from spoiling (canning, refrigeration, proper cooking, freezing, proper packaging, smoking, drying, salting, etc.)

Distribute handouts and have students complete them. After completion, discuss answers. Also, answer any questions from students.

Taken From: "School Health Curriculum Project; Our Health and Our Hearts." Department of Health and Human Services, Public Health Service, Centers for Disease Control, Bureau of Health Education, Community Development Division, Atlanta, GA 30333.

HEALTH - 4
CARING FOR A GROWING BODY

TOPIC: TEETH

OUTCOMES:
4. Know the names, number, parts (pulp, dentin, enamel, and cementum), and functions of permanent teeth.

5. Identify common dental problems and recognize evidence of each.

6. Describe the harmful effects of sugar on teeth.

19. Know the procedures for the proper care of the teeth.

ACTIVITY 37 - OUTCOMES 4, 5, 6, AND 19

Materials:
- Transparencies
- "Teeth Diagrams" handouts (Teaching Materials Section, pp. 83-85)
- "Teeth Diagrams Key" (Teaching Materials Section, pp. 86-88)
- Transparency pen

Make transparencies of the "Teeth Diagrams" handouts. Distribute a copy of the three handouts to each student. Using the transparencies and "Teeth Diagrams Key," discuss the information provided and label the teeth appropriately. Ask students to label their handouts using the transparencies as guides.

HEALTH - 4
CARING FOR A GROWING BODY

TOPIC: POSTURE AND EXERCISE

OUTCOME: 12. Cite the positive effects of exercise.

ACTIVITY 38 - OUTCOME 12

Materials:
- Magazines
- Scissors
- Poster board
- Glue

Have students estimate how much time they spend exercising each day. Ask them to write their answers on pieces of paper. Then ask them to break down that total time into the different kinds of exercises and the amount of time they spend daily on each of those. (See Activity 30.)

On the chalkboard, make a list of the different activities the students name. After the students have named all the activities on their lists, name and discuss additional activities they might have left out (examples: riding bicycles, swimming, cleaning their rooms, jumping rope, etc.). Explain that all exercises do not have to be organized group exercises or sports.

Exercises can be beneficial in developing different parts of the body. List the following benefits on the chalkboard:

1. Improved circulation
2. Increased endurance
3. Improved muscle tone
4. Improved posture
5. Better overall fitness
6. Greater satisfaction in living

Allow students to look through magazines either individually or in small groups. Ask them to cut out the pictures that show people engaged in various forms of exercise. Then they can glue the pictures to poster board and label each picture with the positive effects of that exercise. Posters may be displayed around the room and shared with the entire class.

HEALTH - 4
CARING FOR A GROWING BODY

TOPIC: POSTURE AND EXERCISE

OUTCOMES: 11. Determine the effects of poor posture on the body.

25. Analyze proper posture.

34. Analyze personal posture and make corrections as needed.

ACTIVITY 39 - OUTCOMES 11, 25, AND 34

Let the entire class demonstrate proper standing posture by standing against a wall with heels, shoulders, heads, and backs touching the wall. If standing correctly, students should be able to place a hand between the wall and the back of their waists.

Demonstrate the correct way to pick up an object off the floor by bending the knees instead of bending over from the waist. This action keeps the back straight and uses the leg muscles to raise the body to a standing position. Ask the entire class to demonstrate the correct action.

Then have students demonstrate the correct posture for sitting. Have them place both feet flat on the floor and push their spines against the backs of the chairs. Remind students to hold their shoulders back so their spines are straight.

One student at a time may practice proper walking posture by placing a book on top of the head and walking about the room, while trying to keep the book from sliding off the head. Remind the class about correct walking actions. The heel of the forward foot touches the floor before the toe of the other foot is used to push off. Arms and legs should move in opposite directions (right arm swings out when left foot moves forward; left arm swings out as right foot moves forward).

Use the playground for a demonstration of correct running posture. In running, the posture is the same as it is in walking, except that the feet push off harder from the ground to cause the body to move faster.

Select students to demonstrate poor posture when sitting, running, lifting, standing, and walking. Then, have them show how to correct the poor posture in each of those positions.

Have the class discuss the messages that poor posture can convey to others. Discuss how poor posture can affect a person's energy level, appearance, and breathing. Ask students to analyze their posture and make corrections as appropriate.

HEALTH - 4

KEEPING A HEALTHY BODY

NOTES TO THE TEACHER

In the fourth grade, students learn ways to protect their health. Pollution is a very real problem in today's world, so it is timely for students to consider possible solutions to environmental pollution.

Students also learn how diseases are transmitted, as well as certain practices that can control and/or prevent disease.

Activities in the Keeping a Healthy Body Unit cover two topics:

1. Pollution
2. Diseases and Infections

Health textbooks and other resources may be necessary to provide background for activities in this unit.

HEALTH - 4
KEEPING A HEALTHY BODY

TOPIC: POLLUTION

OUTCOME: 28. Propose solutions to pollution (air, water, noise, toxic waste) and rural and urban health problems.

ACTIVITY 40 - OUTCOME 28

Materials:
- Chart paper
- Marker

Divide a sheet of chart paper into three sections (see illustration below).

Polluted Environment	Health Problems	Solutions
Air	Bronchitis Asthma Allergies	Emission control (factories and cars) Elimination of aerosol products
Water		
Noise		
Toxic waste		

List on the chart paper all the things the class can think of in the environment that are polluted or that cause pollution. Divide the class into four groups. Tell each group to make a list of health problems that are caused by the different kinds of pollution. Once this exercise has been completed, add the health problems to the chart.

Divide the class into four new groups. Ask each group to make a list of solutions and indicate those about which they can do something. Upon completion, add the solutions to the chart.

HEALTH - 4
KEEPING A HEALTHY BODY

TOPIC: POLLUTION

OUTCOME: 21. Analyze urban and rural health problems.

ACTIVITY 41 - OUTCOME 21

Materials:
- Two cardboard boxes approximately 24" X 12" X 4"
- Sand to fill boxes
- Construction paper
- Glue
- Scissors
- Tape
- Miniature figures of people (24)
- Small slips of paper (each labeled with one of the following occupations and attached to the miniature figures)

Rural	Urban
Postman	Postman
Sheriff	Policeman
Banker	Fireman
Druggist	Banker
Principal	Druggist
Teacher	Principal
Lawyer	Teacher
Grocery Store Owner	Lawyer
Fireman	Supermarket Owner
Farmer	Doctor
Cattleman	Nurse
Sawmill Owner	Toy Store Owner

Divide the class into two groups. Have one group construct a three-dimensional rural community and the other a three-dimensional urban community. Let the groups use the sand and boxes to make a base for each community. Use construction paper and other materials to make buildings and trees. Label miniature figures and place them in the community settings.

ACTIVITY 41 (Cont'd) - OUTCOME 21

After the communities have been constructed, each group can then analyze their model to determine whether there are sufficient people figures to take care of all community needs such as education, mail delivery, fire protection, food, and health care. Ask one student from each group to report to the class about occupations that are not represented in the community model. Make sure that the rural community group mentions the limited medical resources. Discuss ways to access various professional services in a rural community.

HEALTH - 4
KEEPING A HEALTHY BODY

TOPIC: DISEASES AND INFECTIONS

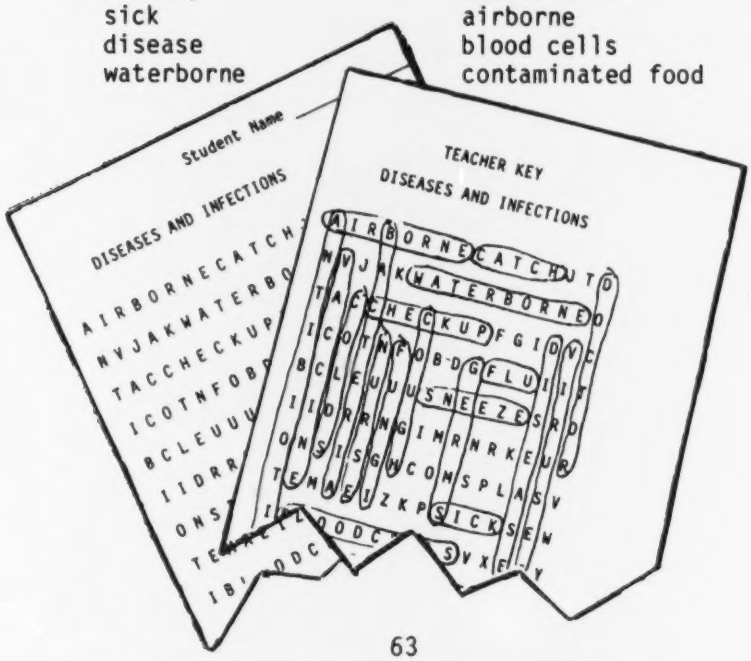
OUTCOME: 7. **Identify means by which infections/diseases are transmitted; give examples of diseases associated with each method of transmission; and discuss practices which aid in their prevention and/or control.**

ACTIVITY 42 - OUTCOME 7

Materials:
- "Diseases and Infection" handout (Teaching Materials Section, p. 89)
- "Diseases and Infection" teacher key (Teaching Materials Section, p. 90)

Distribute the "Diseases and Infection" handout to each student and discuss the directions which are shown on the puzzle page. Students are asked to locate the following words in the puzzle:

bacteria	sneezes
cough	skin
germs	antiseptic
nurse	doctor
flu	catch
fungi	viruses
vaccine	colds
checkup	antibiotics
sick	airborne
disease	blood cells
waterborne	contaminated food



HEALTH - 4
KEEPING A HEALTHY BODY

TOPIC: DISEASES AND INFECTIONS

OUTCOMES: 7. **Identify means by which infections/diseases are transmitted; give examples of diseases associated with each method of transmission; and discuss practices which aid in their prevention and/or control.**

20. **Explain responsible behavior for the prevention and/or control of the spread of diseases/infections.**

ACTIVITY 43 - OUTCOMES 7 and 20

Materials:
- Four pieces of poster board or butcher paper
- Small amount of flour
- Resource materials

At the beginning of this activity, define infectious diseases as those that can be transmitted from one person to another without actual contact.

Divide students into four groups with each group representing a cross section of the entire class. Assign each group one of the methods by which infections and/or diseases are spread. (See the sample chart.) Ask each team to identify diseases and/or infections transmitted by that method and to determine ways to control the spread of such diseases/infections. Have students list the information on poster board or butcher paper for a bulletin board display. Lists may look similar to the following:

SAMPLE CHART

Method of Infection	Disease/Infection	Prevention Technique
Air	Colds Influenza Viruses Allergies	Disinfectant sprays Mouth covered when coughing Proper ventilation
Water	Cholera Typhoid fever	Water from a known source Purified water

ACTIVITY 43 (Cont'd) - OUTCOMES 7 and 20

Method of Infection	Disease/Infection	Prevention Technique
Contaminated Food	Trichinosis Salmonella	Pork cooked thoroughly Proper refrigeration Fresh foods Proper freezing and canning
Direct and indirect physical contact	Diphtheria Meningitis	Clean drinking glasses Clean spoons and forks Clean hands

Follow the students' research with a class discussion. During the discussion, conduct an experiment to demonstrate airborne transmission. Have a student hold a small amount of flour in one hand. Instruct the student to cough on the flour. The flour will spread through the air in much the same way that germs do.

Conclude the class discussion by asking students to name serious diseases a person could have. Ask how long one would wait to get help once symptoms of the disease appeared. Focus on the benefits of early treatment and the harmful effects of delayed treatment.

Early Treatment Benefits	Delayed Treatment Harmful Effects
Symptoms are less severe.	Complications are more severe.
Drugs are more effective.	Illness is prolonged.

ACTIVITY 44 - OUTCOME 7.

Materials:
- Chart paper
- Marker
- Two colors of paper cut into strips approximately 1 1/2" X 8 1/2"

This activity involves the class in a "Treasure Hunt." Using the chart from Activity 43, have students make a list of infectious diseases on chart paper. Beside the name of each disease, write a practice that prevents and/or controls the disease. Post the list on the wall.

Using the list of diseases on the chart, take paper strips of one color and write one of the names of infectious diseases on each. Using paper strips of the other color, write a practice that is used to prevent or control these diseases on each strip. Keep a record of the number of strips of each color so that it can be determined when all of the hidden strips have been found. Hide the strips of paper (some in reference books) for a "Treasure Hunt." Explain to students what has been done.

Let students search for the strips during the week as they go about their work. When students find a name-of-infectious-disease-strip, they must identify a practice to prevent and/or control that disease. When students find a practice-that-control-disease strip, they must identify diseases that are controlled in that manner. Ask students to keep the slips in a safe place until the activity ends. When the "Treasure Hunt" ends, have the students count the number of diseases they have matched with a control practice. Give one point for each disease matched. Reward or recognize the students with the highest scores.

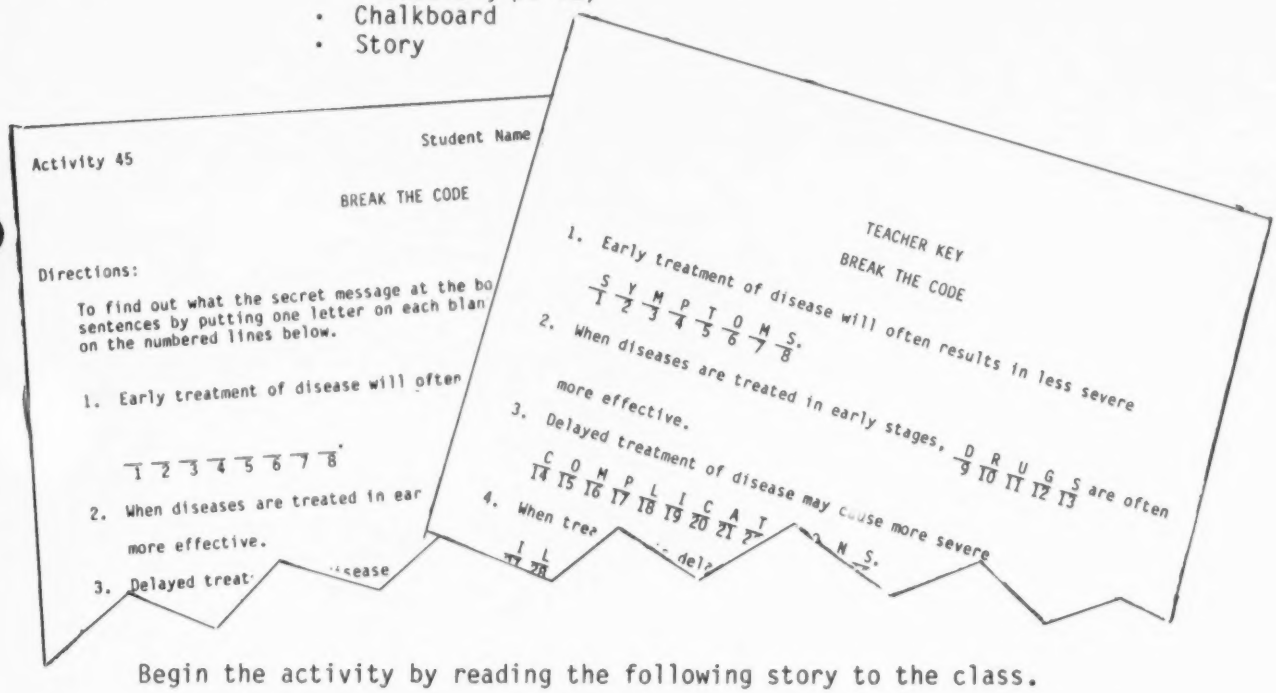
HEALTH - 4
KEEPING A HEALTHY BODY

TOPIC: DISEASES AND INFECTIONS

OUTCOME: 8. Discuss the importance of early treatment and the harmful aspects of delayed treatment of disease.

ACTIVITY 45 - OUTCOME 8

Materials:
- "Break the Code" handout (Teaching Materials Section, p. 91)
- "Break the Code" Teacher Key (Teaching Materials Section, p. 92)
- Chalkboard
- Story


Activity 45

Student Name

BREAK THE CODE

Directions:

To find out what the secret message at the bo
sentences by putting one letter on each blan
on the numbered lines below.

1. Early treatment of disease will often

1 2 3 4 5 6 7 8

2. When diseases are treated in ear

more effective.

3. Delayed treat

TEACHER KEY

BREAK THE CODE

1. Early treatment of disease will often results in less severe

S Y M P T O M S.
1 2 3 4 5 6 7 8

2. When diseases are treated in early stages, D R U G S are often
9 10 11 12 13

more effective.

3. Delayed treatment of disease may cause more severe

C O M P L I C A T
14 15 16 17 18 19 20 21

4. When trea

I L
27 28

Begin the activity by reading the following story to the class.

One week, Joe and Sam, who were classmates, didn't feel very well. Both boys were sneezing, coughing, and running a slight fever. A day or two later, each boy had a sore, scratchy throat. Joe told his mother how he felt, so she took him to the doctor. The doctor prescribed some medicine for Joe and told him to stay at home for a few days, drink plenty of liquids, and get lots of rest. On the other hand, Sam did not tell his parents that he felt poorly because there was a baseball game planned for the weekend, and he did not want to miss it. There was also a friend's birthday party coming up, and he believed his mother would not let him go if she thought he was sick.

(9)

During the next few days, Joe followed the doctor's advice. He stayed home, rested, and took his medicine. He started to feel better by the weekend, but he knew he should still rest so he could return to school on Monday.

Sam, however, continued to feel ill during the week, but did not tell anyone. He went to the baseball game, but was able to play only a few innings before he felt worse and sat out the rest of the game. The next day he went to the birthday party, but he was irritable and tired, so he went home early. Monday morning, Sam was so sick that he had to tell his mother. She took Sam to the doctor that day, and after the doctor examined him and ran some tests, he found that Sam had developed strep throat and pneumonia. Because he was so ill, Sam had to stay out of school for two weeks and was not able to go out and play at all. He also had to take lots of medicine, which he hated. During his weeks inside, Sam would often look out his window and see Joe and his friends playing outside. Sam thought many times, "Why did I not tell my mom and go to the doctor sooner? What a dummy I am!"

After reading the story, ask the class to discuss it. Then write on the chalkboard the phrases "less severe symptoms" and "drugs more effective." Discuss with the class the fact that there are benefits to early treatment of disease. Then, write the phrases "more severe complications" and "prolonged periods of illnesses" on the chalkboard and explain to the class that these can be the results of delayed treatment of disease.

Distribute "Break the Code" handouts to the students or write the code sentences on the chalkboard. Explain the directions to the class. The words that go in the blanks are words taken from the phrases that were written on the chalkboard earlier. (A decision must be made about leaving the phrases on the board as clues or erasing them.)

When students have completed the exercise, review the answers with them.

GRADE - 4 OUTCOMES

1. Discuss the ways that human beings grow (physically, spiritually intellectually, and emotionally) and the importance of each type of development. Recognize death as a step in the life cycle.

2. Understand the interrelationship of the digestive and excretory systems of the human body.

3. Explain how each part of the digestive system relates to the process of digestion.

4. Know the names, number, parts (pulp, dentin, enamel, and centum), and functions of permanent teeth.

5. Identify common dental problems and recognize evidence of each.

6. Describe the harmful effects of sugar on teeth.

7. Identify means by which infections/diseases are transmitted; give examples of diseases associated with each method of transmission; and discuss practices which aid in their prevention and/or control.

8. Discuss the importance of early treatment and the harmful aspects of delayed treatment of disease.

9. Identify major nutrients, state their functions, and give examples of foods that are rich in each.

10. Relate balanced intake of nutrients to physical, emotional, and social health.

11. Determine the effects of poor posture on the body.

12. Cite the positive effects of exercise.

13. Describe the effects of rest, sleep, diet, and exercise on the systems of the body.

GRADE - 4 OUTCOMES (Cont'd)

14. Give examples of controlled substances and discuss physical, legal, and personal problems that result from their use.

15. Distinguish between beneficial and harmful uses of medicines.

16. Name community health and medical personnel; describe the services each provides; and tell why specialized services are needed.

17. Define self-diagnosis, self-medication and home remedy; discuss the reasons for and dangers of such practices.

18. Assess advertising of health items.

19. Know the procedures for the proper care of the teeth.

20. Explain responsible behavior for the prevention and/or control of the spread of diseases/infections.

21. Analyze urban and rural health problems.

22. Differentiate the appropriate adult(s) who can help in times of crisis.

23. Explain how an understanding of a balanced intake of nutrients can influence the daily selection of foods.

24. Enumerate procedures that prevent the spoilage of food.

25. Analyze proper posture.

26. Analyze causes of home accidents; discuss prevention techniques; and know procedures to follow in case of fire emergency.

27. Identify factors that may lead people to abuse/misuse drugs early in life.

28. Propose solutions to pollution (air, water, noise, toxic waste) and rural and urban health problems.

29. Generate a list of characteristics of friends; evaluate self and others in light of those characteristics; and devise a plan to enhance friendly relationships.

30. Discuss the importance of the way time is spent and formulate a plan to spend time wisely.

31. Formulate a variety of solutions to a given problem and indicate which solutions are responsible and why.

32. Differentiate between situations involving good humor, ridicule, or embarrassment and evaluate the impact of these situations on self-concept.

33. Demonstrate effective participation in groups.

34. Analyze personal posture and make corrections as needed.

35. Propose solutions to common grade-level problems and analyze the consequences of each.

36. Develop and rehearse strategies that increase the impact of positive peer pressure and decrease the impact of negative peer pressure.

TEACHING MATERIALS

SECTION

Activity 4 Student Name _____

PEER INFLUENCE

In the blank beside each item, write all the things you can think of that you do just because your friends do them. For example, perhaps you are on the Little League team because you want to be with your friends, not because you like to play ball.

1. How you talk _____

_____

2. Recreational activities _____

_____

3. Something you wanted because a friend had one _____

_____

4. Clothes _____

_____

5. Activities that involve taking risks _____

_____

6. Write two reasons why it is important for you to be part of a group and to do what they do. _____

_____

Activity 7 Student Name _____

TIME MANAGEMENT

Using the codes provided, fill in each box to show how that time was spent (examples: S/HW means "by myself doing homework, and FM/HW means "with family members doing homework").

P.M.	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
3:00-4:00							
4:00-5:00							
5:00-6:00							
6:00-7:00							
7:00-8:00							
8:00-9:00							

S = self F = friends FM = family members

CH = chores HW = homework R = recreation

TV = television RA = religious activities

Under the heading for each day of the week, fill in each box by showing the person and the humber of hours involved in each activity (example: S/1 beside CH means "doing chores by myself for one hour").

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	TOTAL
CH								
HW								
R								
TV								
RA								

Summarize time from above spent on daily activities and with whom.

Total across to determine time spent for the week on each activity.

Activity 16 Student Name _____

INTERVIEW FORM

Person Interviewed _____ Date _____

Interviewer _____

Directions: Ask grandparents or other community members these questions and write their answers in the blanks.

1. Did you or your parents ever use home remedies? _____

2. What were the home remedies and what ailments were they supposed to cure?

Remedy	Ailment
_____	_____
_____	_____
_____	_____
_____	_____

3. Who diagnosed the ailment(s)? _____

   Were they always right? _____

4. Did the home remedies cure the ailment? _____

5. Why did your family use home remedies? _____

Activity 18 Student Name _____

Use this chart to record information about television commercials watched during one week. Write the name of each product, the kind of product, the information given about the product, how the commercial tried to make people want to buy the product, and whether or not you would want to buy the product.

ADVERTISEMENTS

Name of Product	Kind of Product food	other	Information given in advertisements	Ways used to convince you to buy	Will you buy

Activity 19

BARBITURATES AND AMPHETAMINES

BARBITURATES

Beneficial Use	Treatment of high blood pressure, epilepsy, insominia, relaxation of patients before and during surgery, diagnosis and treatment of mental illness
Harmful Use	Sleeping pills taken too often, pills taken without doctor's advice, pills mixed with alcohol
Short-Term Physical Effects	Relaxation, sleep, decreased alertness, distortion of how people see things, loss of inhibition
Effects of Long-Term Abuse	Excessive sleepiness, confusion, irritability

AMPHETAMINES

Beneficial Use	Weight control, combatant of fatigue, depression, narcolepsy, and hyperactivity
Harmful Use	Constant use to stay awake, excessive use to suppress the appetite
Short-Term Physical Effects	Increased heart rate, raised blood pressure, palpitations, dilated pupils, reduced appetite
Effects of Long-Term Abuse	Jitters, irritability, temporary mental derangement

Alcohol

Drug type (group):	stimulant
Street name(s):	booze, John Barleycorn, juice
Medical name(s):	ethanol (type of alcohol used in beverages)
Symptoms of use:	unsteady walk, slurred speech, slow reaction time, affects judgment and memory
Effects on body:	impairs liver, dulls sense of taste and smell, kills brain cells
Hazards in use:	*physical*--hangover *legal*--illegal to drink and drive; possession by youth *personal*--improper behavior causes loss of friends

Amphetamines

Drug type (group):	stimulant
Street Name(s):	speed, crystal, goofballs, lightning
Medical name(s):	methamphetamine
Symptoms of use:	shallow breathing, diiated pupils, euphoria, talkative, restlessness
Effects on body:	increases breathing rate, increases heart rate, increases book pressure, reduces appetite, causes irregular heartbeat
Hazards in use:	*physical*--weight loss, depression after use *legal*--illegal to use without prescription *personal*--may become paranoid and suspicious

Barbiturates

Drug type (group):	sedative
Street name(s):	bangers, gangster pills, marshmallow reds, barbs, sleeping pills
Medical name(s):	phenobarbital, secobarbital, amobarbita
Symptoms of use:	relaxed state, depressed reflexes, temporary feeling of wellbeing, lowered inhibitions, mood swings
Effects on body:	impairs judgment, poor motor control, increases blood pressure, depresses respiration
Hazards in use:	*physical*--can become confused about amount taken and overdose *legal*--illegal to use without a doctor's prescription *personal*--chronic users may react violently toward others when drug is not available

Marijuana

Drug type (group):	hallucinogen
Street name(s):	reefer, loco, giggle weed, doobie
Medical name(s):	extractum cannabis (extract of hemp)
Symptoms of use:	lethargic, dry throat and mouth, increased appetite, red eyes, impaired reflexes
Effects on body:	increases pulse rate, increases heart action, lingers in body systems for weeks, vision problems, impairs motor and mental skills
Hazards in use:	*physical*--less energy for physical activities *legal*--illegal to possess *personal*--lose friends who do not want to associate with law breaker

Nicotine

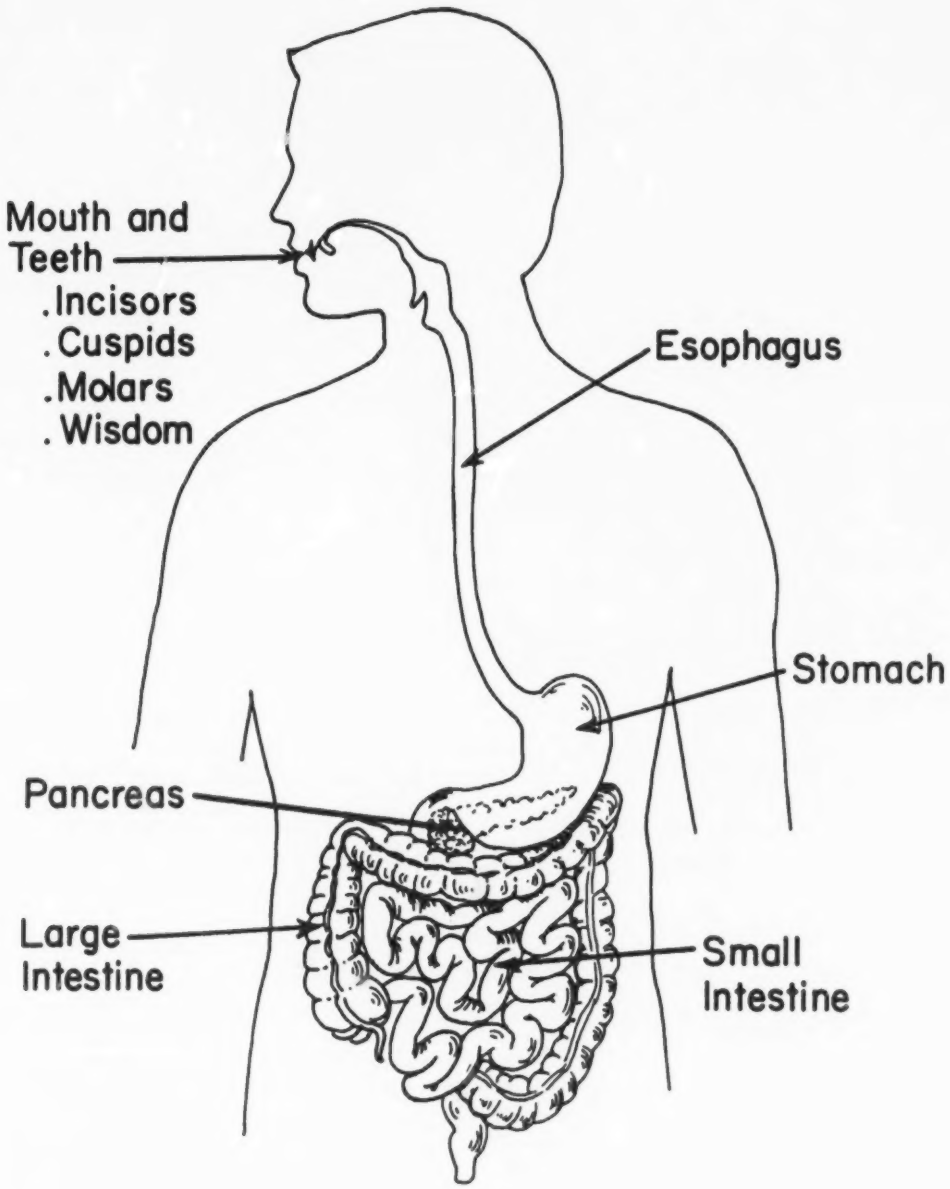
Drug type (group):	stimulant and sedative
Street name(s):	cig, smoke
Medical name(s):	nicotine,alkaloid found in tobacco plant, nicotiana tabacum
Symptoms of use:	discoloration of teeth, discolaration of fingers used to hold cigarettes, dry cough
Effects on body:	stimulates the central nervous system, causes a discharge of epinephrine within the brain and stimulates the endocrine glands, causes constriction of vascular system
Hazards in use:	*physical*--increased risk of lung cancer, pulmonary dysfunction, or congestive heart failure; *legal*--illegal to smoke in restricted areas *personal*--others move away because of health hazard

Activity 24

81

Student Name _____

DIGESTIVE SYSTEM



Activity 36 Student Name _____

WHAT DO WE DO ABOUT FOOD POISONING?

Read the following questions. Answer each question in the blanks that follow it.

1. Why does your mother keep food refrigerated?

_____

_____

2. What can happen if you eat spoiled food?

_____

_____

3. What causes food to spoil?

_____

_____

4. In what other ways are foods kept from spoiling?

_____

_____

5. How can each of the following foods be kept from spoiling?

a. meat and fish

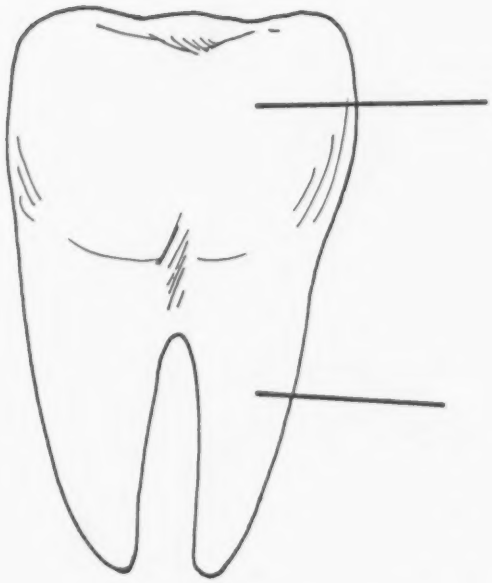
b. prunes and raisins

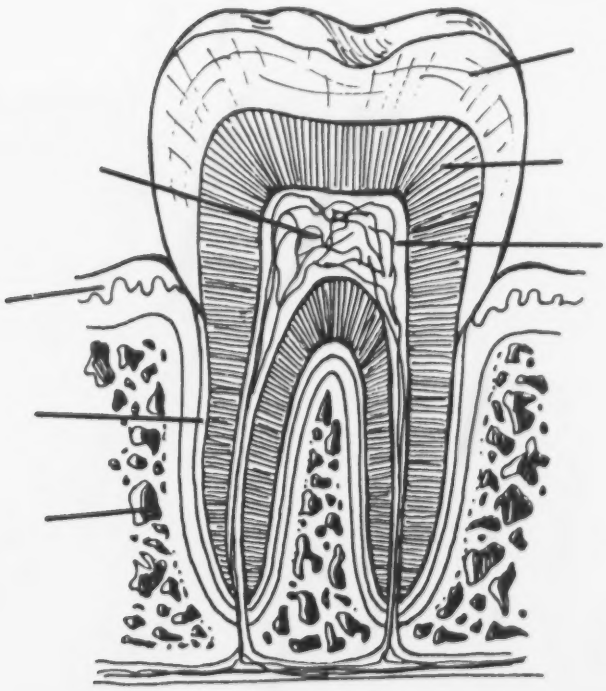
c. tomatoes and peas

d. milk

Activity 37 Student Name_____

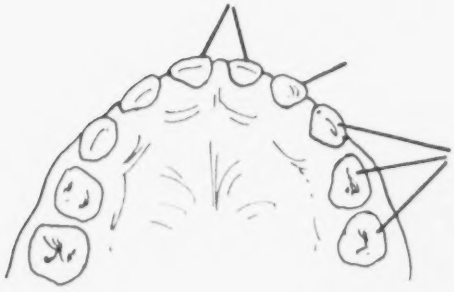
TEETH DIAGRAMS



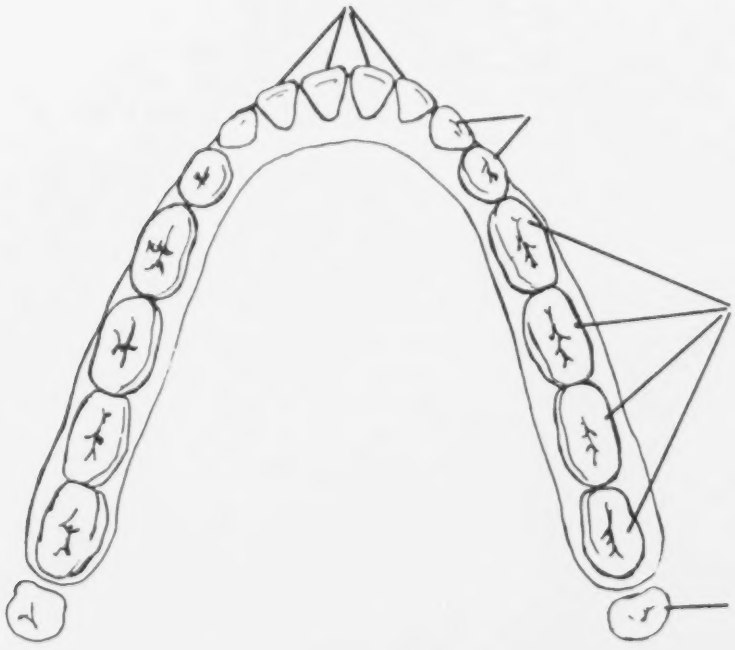


Student Name_____

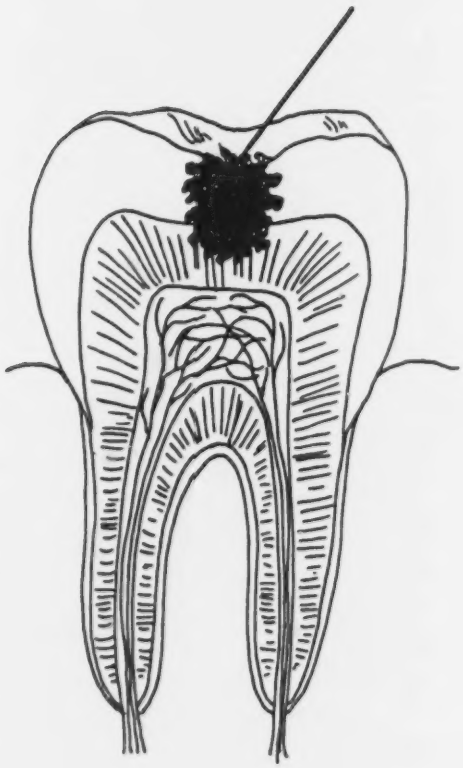
PRIMARY TEETH



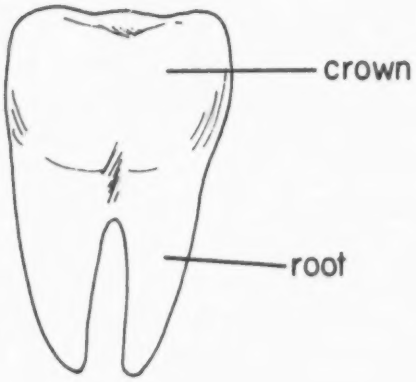
LOWER PERMANENT TEETH

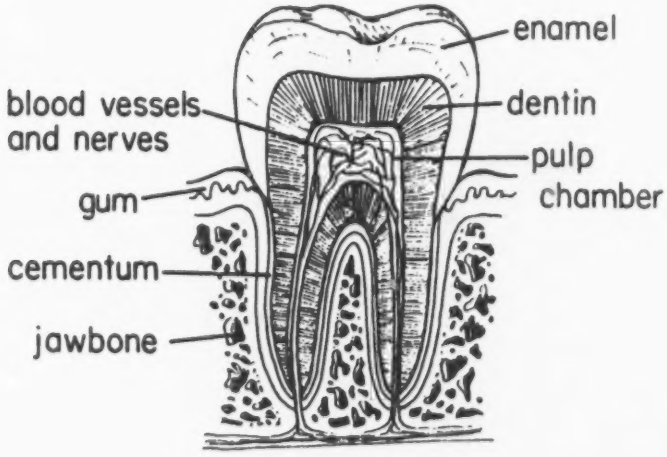


Student Name _____



TEETH DIAGRAMS

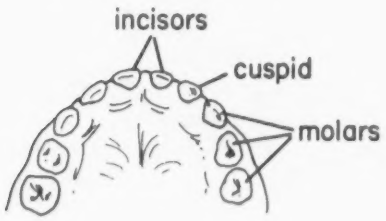




1. Pulp--contains nerves, blood, and connecting tissues; is the part of the tooth that if damaged, causes a toothache
2. Dentin--provides the main strength of the tooth; it is similar to bone but is more dense
3. Enamel--products the inner parts of the tooth; is the hardest substance in the body
4. Cementum--protects the dentin in the tooth's root; is a modified type of bone
5. Crown--can be seen above the gumline
6. Roots--hold the teeth to the jawbone; are covered by the gums

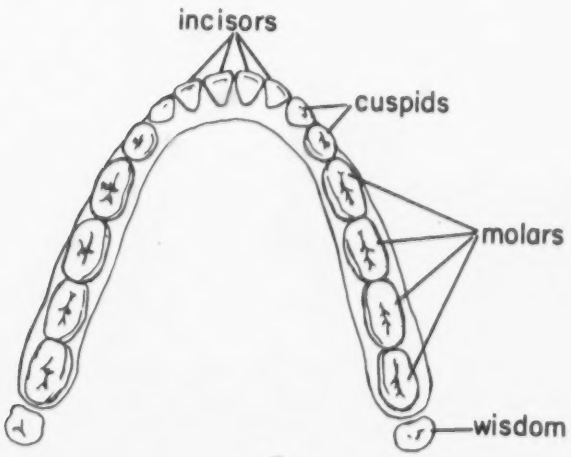
TEETH DIAGRAMS KEY

PRIMARY TEETH



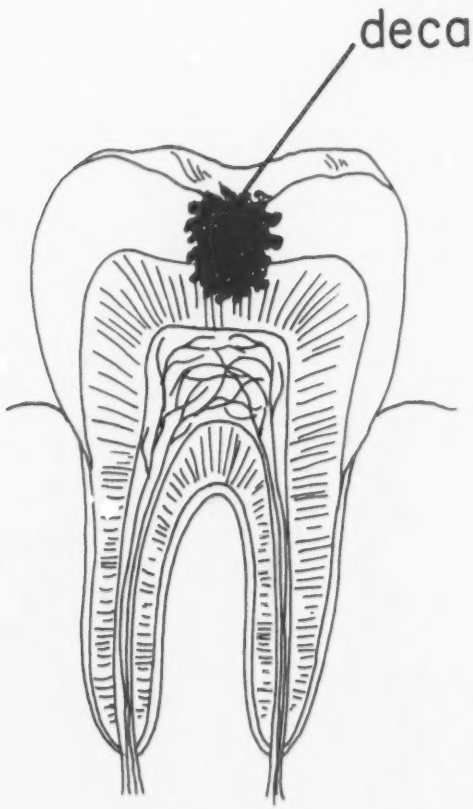
1. Incisors--used for biting; have a sharp, straight edge for cutting
2. Cuspids--also called canines and are used to tear food; have a sharp, pointed edge, similar to a dog's fangs
3. Molars--develop as the jaw grows; used to grind food
4. Wisdom teeth--molars that appear as the jaw grows; called wisdom teeth because generally they do not appear until early adulthood

LOWER PERMANENT TEETH



TEETH DIAGRAMS KEY

1. Care of teeth--brushing, flossing, flouride treatments, and regular dental checkups
2. Prevention of cavities and gum disease--a good diet, cleaning teeth after eating, and dental checkups
3. Prevention of improper bite--dental x-rays; may require braces to correct a bite problem



Activity 42 Student Name _____

DISEASES AND INFECTIONS

A I R B O R N E C A T C H J T D
N V J A K W A T E R B O R N E O
T A C C H E C K U P F G I D V C
I C O T N F O B D G F L U I I T
B C L E U U U S N E E Z E S R O
I I D R R N G I M R N R K E U R
O N S I S G H C O M S P L A S V
T E M A E I Z K P S I C K S E W
I B L O O D C E L L S V X E S Y
C O N T A M I N A T E D F O O D
S K I N A N T I S E P T I C U V

BACTERIA
NURSE
VACCINE
DISEASE
SKIN
CATCH
ANTIBIOTICS
CONTAMINATED FOOD
COUGH
FLU
CHECKUP
WATERBORNE
ANTISEPTIC
VIRUSES
AIRBORNE
GERMS
FUNGI
SICK
SNEEZES
DOCTOR
COLDS
BLOOD CELLS

Directions: The words listed above are all found in the scrambled puzzle. The words may be spelled from left to right or from top to bottom. Find each word and put a circle around the letters that spell the word. The first word on the list, "bacteria," is circled to show how to begin work on the puzzle.

Activity 42

TEACHER KEY

DISEASES AND INFECTIONS

BACTERIA
NURSE
VACCINE
DISEASE
SKIN
CATCH
ANTIBIOTICS
CONTAMINATED FOOD
COUGH
FLU
CHECKUP
WATERBORNE
ANTISEPTIC
VIRUSES
AIRBORNE
GERMS
FUNGI
SICK
SNEEZES
DOCTOR
COLDS
BLOOD CELLS

Activity 45 Student Name _____

BREAK THE CODE

Directions:

To find out what the secret message at the bottom is, complete the sentences by putting one letter on each blank. Write the correct letters on the numbered lines below.

1. Early treatment of disease will often results in less severe

   $\overline{1}\ \overline{2}\ \overline{3}\ \overline{4}\ \overline{5}\ \overline{6}\ \overline{7}\ \overline{8}$.

2. When diseases are treated in early stages, $\overline{9}\ \overline{10}\ \overline{11}\ \overline{12}\ \overline{13}$ are often more effective.

3. Delayed treatment of disease may cause more severe

   $\overline{14}\ \overline{15}\ \overline{16}\ \overline{17}\ \overline{18}\ \overline{19}\ \overline{20}\ \overline{21}\ \overline{22}\ \overline{23}\ \overline{24}\ \overline{25}\ \overline{26}$.

4. When treatment is delayed, a person may also have prolonged periods of

   $\overline{27}\ \overline{28}\ \overline{29}\ \overline{30}\ \overline{31}\ \overline{32}\ \overline{33}$.

SECRET MESSAGE

$\overline{12}\ \overline{31}\ \overline{5}\ \ \overline{22}\ \overline{10}\ \overline{31}\ \overline{21}\ \overline{5}\ \overline{3}\ \overline{31}\ \overline{25}\ \overline{22}\ \ \overline{31}\ \overline{21}\ \overline{10}\ \overline{28}\ \overline{2}\ \ \overline{9}\ \overline{24}\ \overline{30}\ \overline{22}$

$\overline{1}\ \overline{5}\ \overline{21}\ \overline{2}\ \ \overline{19}\ \overline{29}\ \overline{18}$.

TEACHER KEY

BREAK THE CODE

1. Early treatment of disease will often results in less severe

   S Y M P T O M S.
   1 2 3 4 5 6 7 8

2. When diseases are treated in early stages, D R U G S are often
   9 10 11 12 13

   more effective.

3. Delayed treatment of disease may cause more severe

   C O M P L I C A T I O N S.
   14 15 16 17 18 19 20 21 22 23 24 25 26

4. When treatment is delayed, a person may also have prolonged periods of

   I L L N E S S.
   27 28 29 30 31 32 33

SECRET MESSAGE

G E T T R E A T M E N T E A R L Y D O N' T
12 31 5 22 10 31 21 5 3 31 25 22 31 21 10 28 2 9 24 30 22

S T A Y I L L.
1 5 21 2 19 29 18